DOCUMENT RESUME

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ABSTRACT

The Nebraska state career education plan was developed to assist individuals in developing essential educational and career skills for responsible functioning. The plan, linking the school and work world, extends chronologically: elementary level--career awareness, middle/junior high school level--career exploration, and senior high school level--career preparation and planning. Six guides were developed for program implementation: overview, administration, professional staff development, and elementary, middle/junior high, and senior high schools. Statewide student and teacher surveys found that student needs relate to self, education, and jobs and teacher needs relate to administrative leadership, community support, and evaluation activities. The needs assessments, although somewhat lacking in internal validity, provided valuable program planning information. Nine short/long range goals were identified (for example, the State Department of Education will select twelve school districts for a career activities pilot study.) Implementation policies and strategies were formulated. Strategies include plans for curriculum revision, career guidance, student goals, special needs, business and industry, inservice training, and colleges and universities. Dissemination efforts were developed. (Appendixes contain advisory council and task force activities, needs assessment instruments, program inventory, philosophic inventory scale, proposed state plan, regional planning committees' evaluation, and dissemination materials.) (CSS)

ED169219

FINAL
NEBRASKA STATE PLAN CAREER EDUCATION
PROJECT PERFORMANCE REPORT
FOR
PERIOD ENDING JUNE 30, 1977

BEST COPY AVAILABLE

CE 018 862

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CAREER EDUCATION PROGRAM PROJECT PERFORMANCE REPORTS	FORM APPROVED OMB NO. 51-R1187

1. PROJECT NUMBER: 554AH60825
2. GRANT NUMBER: G007604190
3. NATURE OF REPORT: ☐ SEMI-ANNUAL ☒ FINAL
4. PROJECT TITLE: Career Education-Developing a State Plan
5. PERIOD COVERED BY THIS REPORT: FROM *(month, day, year)* 7-1-76 TO *(month, day, year)* 6-30-77
6. CATEGORY OF PROJECT *(as specified in 45 CFR 160d.5 and 160d.11)*

☐ INCREMENTAL ☐ SETTINGS ☐ POPULATIONS ☐ TRAINING ☐ COMMUNICATIONS ☒ STATE PLAN

7. NAME OF PROJECT DIRECTOR: Ms. Jenne Garvey
8. NAME AND ADDRESS OF GRANTEE/ASSISTANCE CONTRACTOR INSTITUTION

Nebraska State Department of Education
301 Centennial Mall South, 6th Floor
Lincoln, Nebraska 68509

TELEPHONE
AREA CODE (402) NUMBER 471-2476

9. **Major Activities.** List, in specific terms, major accomplishments under each objective of the project during this report period. Include progress under both learner outcome and process objectives. Include any changes in objectives since last report.

10. **Project Participants** *(include in final report only).* Completely and accurately fill out the attached form entitled "Career Education Program: Participant Summary."

11. **Evaluation.** Describe implementation of the evaluation plan to date, including research design, instruments, and data collection plans and activities. Include any changes in the plan since last report. Present data showing project accomplishments and explain what led to these accomplishments. Present data indicating lack of success and explain what problems hindered success.

12. **Anticipated Changes and/or Problems.** Describe any problems anticipated in implementing the project between this report and the next report. Discuss steps that will be taken to resolve problems. Include any changes in objectives, activities, or evaluation efforts planned.

13. **Dissemination Activities.** Describe dissemination activities conducted during report period, including audiences, products developed, and results of dissemination. Attach copies of products, publicity materials on project, etc. Indicate planned dissemination activities between this report and the next report.

14. **Special Activities.** Include any special or other activities that need to be reported, including efforts to reduce race and sex stereotyping in career choice and efforts to provide career education for handicapped persons, where these efforts are not reported under major objectives and activities.

15. **Report Abstract** *(include in final report only).* Prepare a brief abstract of this report for use in communication with other career education practitioners and the general public. Abstract shall include all items under numbers 1 through 8 above and a brief summary of information under items 9 through 12 and 14 above. Abstract shall be no longer than 1000 words.

C 4

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
OMB NO. 51–R1187

CAREER EDUCATION PROGRAM (CFDA Number 13.554)

INSTRUCTIONS FOR PREPARING THE FINANCIAL STATUS REPORT AND PERFORMANCE REPORT

FINANCIAL STATUS REPORT

The standard Financial Status Report *(HEW-601T, OMB No. 29–R0224)* shall be used for reporting on the Career Education Program *(CFDA No. 13.554)*. This report is due at the following times and in the following quantities:

Report	Quantity	Due Date
Semi-Annual	3	30 days after report period
Final	3	90 days after expiration of award

The report shall be submitted in an original and two copies to:

U.S. Office of Education
Grant and Procurement Management Division
Occupational and Adult Education Branch
400 Maryland Avenue, SW
Washington, D.C. 20202

The following are explanatory remarks for certain items found in the standard instructions for the Financial Status Report:

Item 1. Enter "U.S. Office of Education (OCE)."

Item 2. Enter the grant or assistance contract number.

Item 4. If you have been assigned a DHEW entity number, consisting of the IRS employer identification number prefixed by "1" and suffixed by a two-digit number, enter the full DHEW entity number rather than the employer identification number assigned by the IRS.

Item 10. For certain line items, definitions will be found in the OE General Provisions, 45 CFR 100a.401. Column headings for Item 10 should be the same as those found in the approved application, Section B, Part III. Only that money in the approved budget *(the same Section B)* should be reported on.

If a line item does not apply, enter "N/A."

PROJECT PERFORMANCE REPORT

Each Financial Status Report must be accompanied by a Performance Report in original and two copies. Note that in addition to scheduled performance reports, the OE General Provisions, 45 CFR 100a.434, require that significant developments be reported as soon as they become known. Project Performance Reports should be submitted to the address given for Financial Status Reports.

Use the "Outline" on the reverse for performance reporting.

Definitions for specific terms used in the Participant Summary table are given below.

DEFINITIONS

These definitions are taken from: **Student/Pupil Accounting: Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education**, State Educational Records and Reports Series: Handbook V, Revised, 1974, National Center for Education Statistics, U.S. Department of Health, Education, and Welfare. The definition of "low income" is not taken from this source.

American Indian or Alaskan Native: A person having origins in any of the original peoples of the Western Hemisphere.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, Burma, China, Mongolia, Japan, Korea, the Philippine Islands, and Samoa.

Black/Negro: A person having origins in any of the black racial groups of Africa *(excluding Hispanic)*.

persons or persons with specific learning disabilities who by reason thereof require special education and related services.

Mentally Gifted: Individuals whose potential is so high and whose level of mental development is so far advanced that they have been identified by professionally qualified personnel as needing additional educational opportunities beyond what is provided by the usual school program if they are to be educated to the level of their ability.

Talented: Individuals identified by professionally qualified personnel as being capable of high performance in one or

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Black/Negro: A person having origins in any of the black racial groups of Africa *(excluding Hispanic)*.

Caucasian/White: A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent *(excluding Hispanic)*.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Handicapped: Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons or persons with specific learning disabilities who by reason thereof require special education and related services.

Mentally Gifted: Individuals whose potential is so high and whose level of mental development is so far advanced that they have been identified by professionally qualified personnel as needing additional educational opportunities beyond what is provided by the usual school program if they are to be educated to the level of their ability.

Talented: Individuals identified by professionally qualified personnel as being capable of high performance in one or more areas of special competence. Among these areas of special competence are creativity; leadership ability and social adeptness; and facility in the productive and performing arts.

Low Income: Individuals residing in households classified as "low income" using Title I, Census, AFDC, or other appropriate defining conditions.

OE FORM 467, 2/76

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9. Major Activities

A. The members of the Nebraska Advisory Council for Career Education were selected as a result of recommendations by members of the Department of Education and from suggestions from various groups, business, community, and government organizations. The Council met for the first time in December of 1976 and the second meeting was held in April of 1977.

During the December meeting, the members of the Advisory Council discussed the need for the Council and the activities of the Council. Since the purpose of the council is to advise the State Department of Education and the State Board of Education, the council discussed the various functions to be performed. After reviewing these functions, three Task Forces were organized: Definition and Organization, State Plan, and Communication and Research.

The membership of various groups involved with career education was discussed and representatives from all areas were present. Major concerns were related to staff development, pre-service activities, coordination with Adult Education and dissemination of exemplary career education practices.

At the April meeting, reports were heard from each of the Task Forces. The Position Paper on Career Education for Nebraska was discussed and reviewed. The State Plan process of needs assessment was presented. Since all of the data was not available, the report was incomplete. An extensive review of previous state and national efforts in career education was discussed.

The Proposed State Plan was discussed and some suggestions for improvement were presented. In addition, a proposal by the Nebraska American Legion to recognize career education in the state was presented.

Task Forces

Definition and Organization - The group met four times to discuss and organize itself and the Council. The responsibilities of each Task Force was discussed and the issues to be researched were determined. The review of the position paper for career education in Nebraska was discussed and revisions were also presented to the Council. The various perspectives of the Council were expressed in attempting to finalize the Position Paper.

State Plan - One meeting of the group was held to discuss the needs assessment instruments. The preparation of teachers and needs of students were discussed and a need to make the preparation more relevant to the needs of students. The instruments were approved for administration and will be reviewed after the results have been compiled.

Communication and Research - One meeting of the group was held to review the implementation of career education nationally. A summary of major articles and research by the Chief State School Officers and the Office of Career Education were discussed. In addition, career education activities in Nebraska were presented. Major concerns related to inservice of all involved personnel, the development of goals, and objectives and funding.

The membership, Task Force activities, and recommendations are presented in Appendix A.

In addition,to the Advisory Council, six Regional Planning Committees were formed to assist in developing awareness of career education, coordinate planning activities and provide leadership for school districts interested in developing career education activities. These Committees were involved early in the process of reviewing and recommending for the development of the State Plan.

Within the Nebraska Department of Education, an In-House Task Force was also formed to give direction and suggestion for organizing career education activities. This Task Force also reacted and was involved in contributing to the development of the revised State Plan.

B. All of the needs assessment instruments were developed through contracted services, which are a part of the State Grant. After internal revisions, the instruments were administered in February of 1977.

Initial objectives for the needs assessment were identified in the planning process. This effort was to determine the 1) extent and involvement of school districts in career education within the state, 2) receptivity of the community at large toward career education, 3) specific student needs with regard to career planning and preparation and their future outlook, and 4) specific teacher needs throughout the state.

Representative schools in six geographic regions of the state were selected to complete the assessment. These students and teachers who were surveyed represented the various populations of the state. Elementary students in sixth grade and students in the ninth and twelfth grade were involved in the sample. The results of the student survey and the teacher instrument are summarized in the following sections. The results of these instruments are presented in Appendix B.

1. Early Beliefs Scale - 6th Grade

There were 141 students who completed the needs assessment. A majority of the students had positive perceptions of school and work, as well as, feeling that each person, regardless of age or sex, should be free to choose their type of work.

The major concern of students in sixth grade was to have a knowledge of the variety of jobs available to them.

2. Secondary - 9th and 12th Grades

A total of 209 secondary students completed the needs assessment instrument. Many students expressed a need to have more information regarding their courses of study to know themselves and to know the future value of their high school education. They also expressed a need to know about jobs and being prepared for life after school.

By providing experiences and educational activities which focus on the relevance of school and providing information on career opportunities, the schools should be able to better meet the needs of their students. In addition, students need help in observing different careers and identifying goals and making decisions for the future.

3. Teachers

Elementary and secondary teachers from six representative school districts completed the needs assessment instrument. The teachers almost universally indicated a need for all aspects of career education identified in the needs assessment. The major concern was for coordination among all groups involved in education and communication and cooperation between the school and community to facilitate career education.

Leadership needs to be exerted by schools to incorporate the expertise and competence of the community into developing career education.

By providing resources and materials, the teachers would be able to infuse the concept into their curriculum.

4. Program Inventory

The Program Inventory was sent to 60 school districts indicating an operating program of career education. A total of 34 schools responded, providing a great deal of baseline data regarding the current status of career education in Nebraska. The survey indicates that 3% of the schools in Nebraska are involved in career education and present programs are in the early stages of planning and developing.

The major needs of teachers in Nebraska are for guidelines and handbooks to orient and guide school districts planning to implement career education. Detailed examples of career education infused into the curriculum units of various levels and subjects were indicated as being highly desirable. The results of the Inventory are presented in Appendix C.

C. Philosophic Inventory Scale

Fifty-eight (58) or 68% of the Regional Planning Committee members completed the Philosophic Inventory Scale. The sample indicated very strong liberal orientation toward education with a mean scale of 1.95 on a 0 to 2 scale. The results of this survey are found in Appendix D.

D. Resource Identification

The process of developing resources has had a good deal of attention and concern, but has produced the least amount of product. The identification of national, state and local sources of materials and personnel is in the process of being developed.

Short and Long Range Goals

As a result of the input from the In House Task Force, Regional Planning Committees and State Advisory Council, the first draft of the State Plan was revised. A more detailed and specific format and process was identified to be followed in the implementation of the State Plan.

In order to communicate to all populations, a written statement of goals is necessary. The following procedures will be followed to achieve short and long range planning for career education. These established procedures will permit the expansion of career education within additional school districts in the state in succeeding years.

1978-79

1. The SDE career education staff will select 12 school districts, 2 from each region of the state to pilot career education activities during 1978-79.
2. The State Department of Education Career Education staff will identify regional resource personnel to assist these districts in the implementation process.
3. The State Department of Education will hold inservice training for regional resource staff and district personnel selected by their superintendents.
4. The State Department of Education, regional personnel and resource team personnel will conduct career education awareness sessions in the local districts.
5. The superintendents with the assistance of the resource team and regional personnel will obtain the support of the local school board to develop and implement a career education plan in their districts.
6. The superintendents with the support of the regional and resource team will form an advisory council composed of representatives from parents, educators, business, industry, public officials, service clubs, labor, and other community organizations.
7. The superintendents will appoint a local career education coordinator for each district.
8. The regional personnel, resource team and local staff will develop a year long inservice program for the district.
9. The State Department of Education regional personnel and resource team will assist the local coordinator and district personnel to identify appropriate needs assessment instruments for their district.

A consultant is in the process of developing two guides, (1) a catolog of resources available from the State Department of Education and (2) a guide of Identifying, Locating and Utilizing Resources. The catolog would indicate multiple copies of resources which could be checked out. The other guide would include national and state sources of materials which would be available for schools interested in developing career education activities. In addition, a list of school districts and practitioners involved in career education would be included. The local needs assessment would identify local materials, personnel and career sites which would give a more complete analysis of available resources.

These materials should be ready by the end of October.

10. The local coordinator will administer the instrument, review the data and report the results to the local district involved in the program.

11. The State Department of Education regional resource team personnel will assist the local coordinator in developing a local plan for the implementation of career education.

12. The State Department of Education regional staff and resource team will assist the local coordinator in preparing a calendar and time-line for the local plan.

13. The State Department of Education, regional and resource personnel will assist the local coordinator and advisory council to identify and select the necessary human and material resources to facilitate the development and implementation of the local plan.

14. The State Department of Education, regional and resource team will assist the local coordinator and district staff to determine how to infuse career education into the existing curriculum.

15. The State Department of Education, regional and resource staff will assist the local Advisory Council to design and implement an evaluation process which will assess the local plan and provide direction for program modifications.

16. The State Department of Education, regional and resource team members will assess career education activities and recommend improvements and changes for implementation in other districts.

1979-80

17. Follow steps 2-16 in the implementation of career education in 5 school districts in each of the six regions of the state. (30 districts)

18. Continue to support school districts previously implementing Career Education.

1980-81

19. Continue steps 2-16 in the implementation of career education in 10 school districts in each of the six regions of the state. (60 districts)

20. Continue to support school districts previously implementing career education.

1981-82

21. Continue steps 2-16 in the implementation of career education in 20 school districts in each of the six regions of the state. (120 districts)

22. Continue to support school districts previously implementing career education.

1982-83

23. Continue steps 2-16 in the implementation of career education in 40 school districts in each of the six regions of the state. (240 districts)

24. Continue to support school districts previously implementing career education.

The total State Plan of Implementation incorporates these Short and Long Range Plans which is presented in Appendix E.

10. Evaluation

A. Evaluation has been a formal and informal process in the development of state career education components. Reactions and recommendations from individuals and groups have helped to refine the products.

1. Advisory Council and Regional Planning Committee

The Advisory Council's activities have been assigned and most of the tasks have been completed. Revisions in the State Plan and the Position Paper have been recommended and are to be presented for final approval in the fall. By developing more specific tasks and identifying stronger leadership, more can be accomplished by the Council.

The members of the Regional Planning Committees were sent a evaluation survey regarding their activities. The greatest needs were for better organization and identification of areas to be developed. A strong support for career education was expressed and satisfaction with present procedures being used by State Department personnel. This survey is presented in Appendix F.

2. Needs Assessment

The administration of the needs assessment instruments indicated a number of gaps in our instruments and program procedures and activities.

Instruments developed were somewhat lacking in internal validity, as they relate to career education elements evaluated. However, the individual questions do provide significant information for program planning and activities for the Nebraska Department of Education. Additional questions and career education components specifically related to the career education concept would rectify this deficiency.

3. Resource Identification

Informal discussion of processes and procedures have been held regarding resource identification, but little has been produced thus far for evaluation.

4. Short and Long Range Objectives

Regional Planning Committee members in the six regions have reacted to the preliminary objectives developed. Recommendations were made and revisions will be approved by these groups and the Advisory Council in the fall.

5. Dissemination Strategies

Additional individuals have been incorporated into dissemination and planning activities across the state as a part of regional planning activities. Awareness of the state effort in career education has precipitated more requests for information and assistance from the career education staff. Four newsletters have been sent out to a list of approximately 600 persons across the state. Informal reactions have been positive. A formal evaluation will be undertaken during the next year.

11. Anticipated Changes and/or Problems

Problems were encountered by the late start of the career education staff and the goals of the proposals, as written by previous staff. Determining areas which could be feasibly undertaken and the development and revision of needs assessment instruments absorbed a great deal of time and effort. The focusing of attention on more limited and achieveable goals will expedite activity for next year.

Resource Identification was a concern as to the extent of the compilation of resources. By identifying major national and state sources, local districts can add appropriate materials and listings available in their community and acquire necessary resources to implement career education.

Advisory Council participation will be enhanced by identifying stronger advocates for career education and reorganizing the committee membership. While only two meetings are presently held additional meetings and more time could also permit more to be accomplished.

12. Dissemination Activities

Written dissemination activities included four Career Education Newsletters, a brochure: "What's Happening in Nebraska", and six Guides for Career Education.

1. An Overview of Career Education
2. A Guide for the Administration of Career Education
3. Professional Staff Development for Career Education
4. Career Education in the Elementary School
5. Career Education in the Middle/Junior High School
6. Career Education in the Senior High School

All of the above, plus news releases and newspaper coverage of career education activities are also included in Appendix G.

These materials are disseminated to members of the Regional Planning Committees and interested individuals and groups to provide information for planning for implementation of career education state-wide.

13. Special Activities

A major effort has been made to coordinate communication and activity among all those groups involved in career education within the Department of Education. Cooperative efforts in infusion of career education, multiculturalism and equal opportunity staff have been maintained. In addition, the staff worked with the special education staff in developing a state-wide workshop on special education and career education.

Presentations by Department staff were made to Phi Delta Kappa, the Nebraska State Directors of Chambers of Commerce, the Nebraska Council for Teacher Education and the Nebraska American Legion. The American Legion has provided recognition plaques to eight school districts in Nebraska which are "doing the most for Career Education."

Since the beginning of the year, the career education staff has attended a number of Conferences. On January 31 to February 2, 1977, an information workshop was held in San Francisco, California, for State Plan Project Directors. The meeting focused on State Plans, Resource Identification, Long Range Planning Strategies and Needs Assessment. This meeting clarified and synthesized a number of issues. On February 3-4, the National Institute of Education held a meeting on Education and Work, also in San Francisco. This meeting gave a broader perception to the career education concept.

The NSBA and NASA Career Education Conference, held in Phoenix, Arizona on February 11-12, 1977, provided opportunity for state administrators and career education staff to discuss with national representatives issues related to career education, and presented career education strategies to local administrators.

A nationally validated project from Cashmere, Washington, held an awareness workshop on Rural Career Education in St. Louis, Missouri on April 17-21, 1977. Many concrete examples of career education materials and strategies were presented. This workshop provided access to many resources and materials useable in the development of the State Plan.

On April 22, 1977, Dr. Ken Hoyt met at Doane College, in Crete, Nebraska, at a Career Education Conference co-sponsored by the Nebraska Department of Education and Doane College. Over 150 persons attended and participated in discussion of career development and the State Plan for Career Education.

APPENDIX A

ADVISORY COUNCIL AND TASK FORCE ACTIVITIES

TASK FORCE III
Meeting-Minutes
Tuesday, March 22, 1977

Enclosed is a copy of the materials which were discussed.

1. Nebraska's Model of Career Education incorporating the processes and activities of career preparation.
2. A graph of the Michigan Model integrating Career Preparation - academic, vocational and technical with Career Development - self awareness and assessment, career awareness and exploration, career decision making and career planning and placement.
3. HB No. 4422 - the Career Education Bill from Michigan.
4. Career Development Scope and Sequence Model from Wisconsin.
5. Two articles from Arizona.
    a. Highlights of the 1976 Annual report.
    b. Description of 20 Projects in Arizona.
6. A legislature history of Career Education.
7. The Program Inventory blank and raw data.
8. Expenditures for Career Education Projects in Nebraska from 1970-77.

Agenda

1. The proposed Nebraska Model for Career Education was presented and discussed.
2. In addition to the material on national legislation, the products and processes of other states was reviewed.
3. The Superintendents Survey and results of the Program Inventory indicated the scope of career education in Nebraska.

Recommendations

1. The inservice education of all personnel should be an organized, funded, publicized effort in order to be totally implemented. This would involve teachers, counselors, administrators, school board members, parents, business and industry in cooperative curriculum revisions.
2. The program goals and objectives of career education should relate to goals and objectives established by the public and the Board of Education, otherwise, they are invalid.

3. There is a need to establish minimum criteria for career education program activities.

4. Funding needs to be primarily at the local level or it won't last. The LEA has to establish the priority for funding nondated legislation, such as special education and implementing career education, which might be needed..

5. The multi-district approach to vocational education and shared facilities offers some potentially new opportunities for career education. The problems of overlapping of activities within ESU is a concern with developing career education.

DEFINITION & ORGANIZATION
Minutes of Task Force Meeting
February 9, 1977

Members of the Task Force for Definition and Organization met on February 9, 1977 from 9:00-10:00 a.m. Attending the Task Force meeting were Dr. Clifford Dale, Ms. Jenne Garvey, Mr. Jerry Kromberg and Dr. Tom Scherer.

The purpose of the meeting was to review and discuss the Position Paper on Career Education.

DISCUSSION

Since there was not a quorum present, informal discussion was held regarding career education in the schools and the implementing of the concept into the curriculum. Administrative and Board of Education support at the local level were important aspects of the local process.

FUTURE MEETING

The next meeting will be held on March 9, 1977, from 9:00-11:00 a.m., in Conference Room E, 6th floor, State Office Building.

Agenda

1) Draft of Position Paper.
2) Determine agenda for the April meeting.

NEBRASKA
DEPARTMENT OF EDUCATION
233 SOUTH 10th STREET, LINCOLN, NEBRASKA 68508
TE[illegible]HONE (402) 471-2295

M. Anne Campbell
Commissioner

February 22, 1977

M E M O R A N D U M

TO: Members of the Communication and Research Task Force

FROM: Tom Scherer and Jenne Garvey Tom

RE: Meeting and Review of Legislation

WHEN: March 22, 1977

TIME: 11:30 a.m. - 1:00 p.m. (lunch optional)
1:00 p.m. - 4:00 p.m. Work Session

PLACE: State Office Building, Sixth Floor
Conference Room E

We will be discussing one of the Task Force responsibilities: to review the implementation of career education in other states. Enclosed is a summary of five major articles on the implementation of career education.

We will be receiving replies to the Program Inventory of career education activities in Nebraska by the end of the month and have a preliminary report hopefully before the meeting. Career education activities in other states will be a more general topic since it will be possible to only highlight the major activities operating in various states.

We will be calling each of you a week before the meeting to determine if you will be able to attend and if you will be coming for the lunch.

In addition, we have enclosed a copy of HR-7 for your information.

STATE BOARD OF [illegible]UCATION

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Marilyn Fowler
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Lexington, Nebraska 68850

SUMMARY REPORT ON CAREER EDUCATION LEGISLATION

The following is a summary of five major articles on the implementation of career education in other states prepared for the National Advisory Council on Career Education.

1. Key Concepts in Career Education: Legislative and Policy Issues by Berke and Hartle, July 1975.
2. Analysis and Synthesis of Existing Career Education Legislation by Berke and Hartle, September 1975.
3. Proposals for Career Education Legislation by Barlow, September 1975 and revised October 1975.
4. An Analysis of State Laws on Career Education and Pending State Legislation by Jesser, October 1975.
5. Career Education Legislation: Federal and State by Jesser, January 1, 1976.

I will review each document here since some are rather lengthy articles.

1. Key Concepts

A. Berke and Hartle review sections of the Vocational Education Act of 1963 as they relate to career education. Part C - Research and Training in Vocational Education. Funds were used to develop career education programs. Part D - Exemplary Programs and Projects funds were to be used to create a bridge between school for students in or out of school and the community. Also, these monies could be used to develop K - 12 programs for students involved in career-related activities. Part G - Cooperative Vocational Education Program support was to be for assisting in establishing and operating cooperative work and study programs.

B. P.L. 92-318 Education Amendments of 1972, Title X, Part B.

No funds were ever appropriated for this Part B, but the bill encourages the development and support of accurate information of careers and the development of long-range strategies for infusing career education into the curriculum.

C. Comprehensive Employment and Training Act of 1973 (CETA) (P.L. 93-203)
This act provides for assessment, orientation, counseling and education for individuals in preparation for the labor market and job opportunities.

D. Education Amendments of 1974 (P.L. 93-380)
The Office of Career Education was created within the Office of Education as well as a National Advisory Council on Career Education. Special projects were identified to extend and develop career education and its position in the schools and community, and an initial definition of career education was presented.

E. Summary
The funding of career education comes from elementary, secondary, vocational, postsecondary as well as manpower training legislation. There is some overlap of these funds because of executive and Congressional concern that education (or training) be related to future employment opportunities and that career preparation be integrated and given a priority status at all levels of education.

2. Analysis and Synthesis
This document presents a short history of the federal involvement in vocational education. Additionally, the legislative authorization of funds for career education projects is given briefly.
Since 1972, the support and funding of career education has become greater. Funding for various aspects of career education have expanded through Postsecondary Education, Apprenticeship Outreach, Apprenticeship Training, Work Incentives Program, Law Enforcement Education Program, Mental Health Training Grants, Family Planning Services, Talent Search, Teacher Corps, Indian

Employment Assistance and other grants and projects. Other areas have recognized the need and are attempting to rectify weaknesses in career awareness and preparation programs.

Summary

The authors present recommendations and conclusions which are given in total.

Recommendations

On the basis of our analysis, our meetings with experts and key policy officials, and our experience in analyzing federal education policies, the following recommendations are made to the NAACE.

1. Legislation should be put forward in stages. That is, a small clearly focused bill now, with more comprehensive legislation advanced in the future.
2. Any programs suggested at the present should be aimed at a "gearing-up" approach, training career education specialists and infusing career education objectives into the mainstream of American education. Efforts should be directed at creating a group of individuals who are vitally concerned with career education to help insure the program's future.
3. Despite efforts at definition, career education is still viewed as "fuzzy" by many key policy actors. Work needs to be directed toward the construction of a more concrete definition, more precise program objectives, and the development of criteria for evaluating program effectiveness. To develop such measures, innovative programs and research activities should continue to be funded.

Conclusion

The major assumption on which these recommendations were based recognizes the absence of a national political leader for career education, but also recognizes the favorable public attitude toward its primary objectives. The presence of a variety of proposals on the best course of action to pursue is also considered. Decisions on what is best for career education should focus upon the approach most likely to build consensus among the interest groups and yet satisfy the political and educational concerns described in this report.

3. Proposals for Career Education Legislation

This proposal by Dr. Dave Jesser, Executive Director for the Chief State School Officers, presents funding costs over a five-year period in order to implement nine major goals for career education.

Each of the goals are discussed and the costs of implementing each one are given. The funding for the five-year period would have career education infused into the curriculum of all secondary and postsecondary school districts. Maintaining that position would require support beyond the five-year period. The summary page is presented in total.

Summary of Funding

1.	State plans	$2,750,000
2.	State Coordinators	550,000
3.	Inservice training of teachers	35,174,700
4.	Inservice training of Counselors	4,451,000
5.	School Boards, Administrators, Public	5,669,800
6.	Career education coordinators	10,176,000
7.	Training of CE coordinators	8,619,000
8.	Evaluation	5,500,000
9.	Instructional materials	6,000,000
	Total Funding	$78,890,500

4. State Laws

This paper by Dr. Jesser is almost 100 pages long. It is inclusive and current.

In the forward, Dr. Jesser indicates that "people tend to accept and support a given change in almost direct proportion to the degree that they perceive the need for the change." If they understand the need, they'll support it.

An extensive overview of career education indicates a great awareness of the concept and concern that the implementation of the concept be infused in the total educational program of all students, K - 12, general and vocational programs beyond high school as well.

The greatest initial problem in states beginning career education earlier dealt with defining the concept. This definition became the basis for activity and funding within those states. In some states, funds were specifically designated for special areas while other states indicated no specific use. Since funds for staff development, instructional materials and curriculum are already in appropriations, administrative judgment is to determine the scope and direction of career education in other states.

Dr. Jesser discusses the pros and cons of legislation for career education. Since 1970, 15 states have passed legislation and bills are before the legislatures in six other states. In nine other states, career education is actively operating without legislation and some indicate that no legislation is desired.

In the Appendix, Dr. Jesser gives the status of development of career education, legislation and funding, of each of the states with legislation or pending legislative bills. Since this is the most recent data available according to Dr. Jesser, we feel it covers any information which might be needed.

5. Career Education Legislation

This paper presents more historical background and then discusses HR-7, The Elementary and Secondary Career Education Act of 1977, which was introduced by Congressman Carl Perkins (D. KY) on January 4, 1977. This bill (see enclosed) would allocate $275,000,000 for implementation over a five-year period.

The last page indicates the current status of legislation among the states and is attached.

Hearings have been held on HR-7 and have been reprinted and reintroduced on February 16, 1977. As of this date (2-22-77) 19 Congressmen have co-authored the Bill.

Nebraska Department of Education
Mailing Address: Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509
Telephone (402) 471-2295

May 4, 1977

MEMORANDUM

TO: Members of Advisory Council

FROM: Jenne Garvey and Tom Scherer

RE: Minutes of the April 18th Meeting

Enclosed are copies of the minutes of the April 18th meeting. It was difficult to condense and incorporate all the discussion, but hopefully we included the most pertinent comments.

While everything was not included, the suggestions presented by Council members will be incorporated into future revisions of materials.

Anne Campbell
Commissioner

State Board of Education

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MINUTES
State Advisory Council
for Career Education
Cornhusker Hotel
April 18, 1977

Members Present:

Dr. William Fuller
Mr. Jim Strand
Mr. Charles Dial
Dr. Howard Ledbetter
Ms. Lavonne Plambeck
Dr. Clifford Dale
Ms. Maxine Allard
Ms. Julie Jantzi
Ms. Linda Horn
Mr. Dick Halama

Mr. Joe Arn
Ms. Karen Sanzo
Mr. Fred Rodriguez
Ms. Mary Horan
Dr. Anne Campbell
Mr. Roger Hudson
Mr. Jerry Kromberg
Dr. Tom Scherer
Ms. Jenne Garvey
Mr. Charlie Morehouse

Members Absent:

Mr. Jack Baillie
Mr. Glen Strain
Senator Bill Burrows
Senator Ernie Chambers
Mr. Hamilton F. Mitten
Mr. Dick Hawkins
Ms. Roselyn Stormo
Mr. Doug Collins

In the absence of the Advisory Council Chairman, Hamilton Mitten, Tom Scherer presided at the meeting. After introductions, each of the Task Force Committees presented a summary of their activity.

I. Organization & Policy

Jerry Kromberg discussed the group's activity and efforts at developing a position paper and the perspective from which the paper was developed. Other Task Force members presented additionally the various problems related to creating a position statement. While some differences were presented, much agreement was indicated on the basic content of the paper.

II. State Plan

Lavonne Plambeck presented their discussion of the assessment instruments and described the effort to accumulate baseline data. Preservice, inservice, curriculum and concepts of career education were discussed. The Task Force felt there was a need for further direction as to where to go. Two additional documents from the needs assessment have not yet been completed. Future meetings with the Task Force will be held to discuss the results.

III. Communications & Research

(Howard Ledbetter)

A significant need, in order to be effective and implement appropriately the career education concept, is the establishment of a curriculum base of operations. By communicating with the people and community, the needs of the community can be translated into a new curriculum. Much discussion resulted regarding specific needs and problems of improving the educational process.

IV. Proposed State Plan Discussion

The Council divided into three groups to discuss the proposed State Plan. After lunch, the groups returned and reported on their discussion.

(Jim Strand - Group I)

There is a need to clarify some of the concepts presented and indicate that many activities in career education are already happening. Perhaps a position paper should be more of a directive from the State Board of Education. By defining Career Education and where it is now, a clearer picture of what we need is created.

(Roger Hudson - Group II)

Questions related to the motivation of other states in developing career education. By determining the factors affecting the initiation of career education in other states, we could gain a lot by bypassing problems which they encountered. If the Advisory Council could recommend student outcomes and goals, we could identify specific activity for the schools.

(Bill Fuller - Group III)

What is the State Plan? Are the goals and objectives achievable? Are they realistic and how and who will be able to do it? There are many questions related to the feasibility and identification of priorities of the plan. By identifying individuals and groups, some efforts by career education practitioners could assist those school districts planning to implement.

After this discussion, the Council again broke up into small groups and reviewed the Position Statement.

Group 1

A discussion of the paper produced differences of opinion and some issues which should be resolved.

Group 2

The group felt that the paper should be more succinct and pointed as to its purpose.

Group 3

A clear and concise positive presentation was recommended.

As the summary of recommendations are reviewed by the NDE, revisions will be sent to the Advisory Council during the summer and a fall meeting would focus on the final position paper.

American Legion Award for Career Education

The Nebraska American Legion wishes to recognize those school districts doing the most in career education. A list of the schools presently involved in career education were evaluated and a summary of the results reviewed.

The Advisory Council felt that it would be inappropriate for them to endorse this effort. It would be possible for the American Legion to identify and recognize the schools without the Advisory Council's involvement.

The meeting was adjourned at 2:30 p.m.

MINUTES FOR THE
NEBRASKA ADVISORY COUNCIL
FOR CAREER EDUCATION
December 16, 1976

The first meeting of the Nebraska Advisory Council for Career Education was called to order by Mr. Hamilton Mitten at 1:10 p.m. on Thursday, December 16, 1976.

Members who were present included:

Ms. Maxine Allard
Mr. Joe Arn
Mr. Jack Baillie
Senator Bill Burrows
Mr. Doug Collins
Dr. Clifford Dale
Mr. Charles Dial
Dr. William Fuller
Ms. Jenne Garvey
Mr. Dick Halama
Ms. Mary Horan
Ms. Linda Horn
Mr. Roger Hudson
Ms. Julie Jantzi
Mr. Jerry Kromberg
Dr. Howard Ledbetter
Mr. Hamilton F. Mitten
Mr. Charlie Morehouse
Ms. Lavonne Plambeck
Ms. Karen Sanzo
Dr. Tom Scherer
Mr. Glen Strain
Mr. Jim Strand
Ms. Roselyn Stormo

Members who were absent included:

Dr. M. Anne Campbell
Senator Ernie Chambers
Mr. Dick Hawkins
Mr. Fred Rodriguez

Mr. Mitten opened the meeting by asking each council member to introduce himself.

Following the introductions, Dr. Harold Koch, Deputy Commissioner for the Nebraska Department of Education, addressed the council. Dr. Koch recognized the role of the council and its advisory role to the Department of Education and to the State Board of Education.

Dr. Tom Scherer, Career Education consultant for the Department of Education was asked to describe the role of the Advisory Council in relationship to the development of the State Plan for Career Education. Dr. Scherer stressed the importance of receiving input from the council members in the development of the plan.

Ms. Jenne Garvey, Career Education coordinator for the Department of

Education, introduced a paper for discussion by the council members. Items discussed included the organization and functions of the Advisory Council for Career Education. Members were asked to react to the issues presented. The discussion, which followed, focused on the following questions:

How is career education different from education in general?

Are we asking schools to add on a new program or additional goals and objectives to those already established?

What are the implications for federal and state funding?

What are the implications for state and federal guidelines?

Council members also expressed an interest in learning more about the status of career education in Nebraska. The council agreed with the functions as presented and made additions. Additional functions of the Advisory Council should include:

1. To recommend a definition of career education in Nebraska.
2. To promote staff development for teachers.
3. To promote pre-service activities for career education.
4. To coordinate with Adult Education.
5. To disseminate good career education practices.

Specific tasks to accomplish the functions were also discussed with the council recommending consolidation of two of the task forces. The Communications and Legislation task forces were combined into one task force on Communications and Research.

No action was taken as to the assignment to task forces. The council agreed to appoint a Planning Committee to coordinate the next meeting of the Advisory Council. Members of the Planning Committee include: Dr. William Fuller, Mr. Dick Halama, Mr. Jim Strand, Mr. Jerry Kromberg and Ms. Jenne Garvey.

Since there was no further business, the meeting was adjourned at 4:00 p.m.

Respectfully submitted,
Jenne Garvey
JENNE GARVEY

NEBRASKA
DEPARTMENT OF EDUCATION
233 SOUTH 10th STREET, LINCOLN, NEBRASKA 68508
TELEPHONE (402) 471-2295

M. Anne Campbell
Commissioner

MEMORANDUM

TO: Members of the Career Education Advisory Council

FROM: Jenne Garvey, Jenne Career Education Consultant

SUBJECT: Informational Items

DATE: January 11, 1977

I would like to thank each of you who attended the first meeting of the Nebraska Advisory Council on Career Education in December. For your records, I have enclosed a copy of the minutes of that meeting.

The planning committee, which was appointed at the Advisory Council meeting completed its first session, in which the members reacted to a number of questions which were considered at the December council meeting. The minutes of this meeting are also enclosed for your information.

As indicated in the minutes from this meeting, assignments to the three task forces are to be made by the Career Education staff. Therefore, we have arbitrarily made these task force assignments. If you have a preference for another task force, please let me know.

Additional enclosures with this memo include two publications by the National Advisory Council for Career Education.

If you have any questions in regard to any of the enclosed information, please feel free to call.

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Marilyn Fowler
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Lexington, Nebraska 68850

DEFINITION & ORGANIZATION
Minutes of Task Force Meeting
January 7, 1977

Members of the Task Force for Definition and Organization met on January 7, 1977. Attending the Task Force meeting were: Dr. William Fuller, Ms. Jenne Garvey, Mr. Dick Halama, Mr. Jerry Kromberg, Dr. Tom Scherer and Mr. Jim Strand.

The purpose of the meeting was to discuss the question of who shall chair the State Advisory Council for Career Education, to define the responsibilities of the Task Forces, and to establish timelines for goals which are to be achieved during the next six months.

The Task Force established the following timeline for future Advisory Council activities:

(Late)	January	-	State Plan Task Force to meet for review of Needs Assessment Instruments.
(Early)	April	-	Draft of State Plan disseminated to Council members for review.
(Late)	April	-	Formal meeting of Advisory Council to react to State Plan and report on Task Force assignments
(Early)	May	-	Recommend the State Plan to the State Board of Education for adoption.

The Definition and Organization Task Force further detailed the responsibilities of the three Task Forces for the Advisory Council.

Task Force on Definition and Organization

Responsibilities for this Task Force shall include:

1 - To define the relationship between the Advisory Council for Career Education and the State Board of Education.

2 - To determine the role of the Advisory Council.

3 - To assist in designing an orientation to career education for other members of the Council.

4 - To review the current position statement of career education.

Task Force on State Plan

Responsibilities of this Task Force shall include:

1 - To review the Needs Assessment Instrument.

2 - To review the Needs Assessment data.

3 - To review the draft of the State Plan and make recommendations.

Task Force on Communications and Research

Responsibilities of this Task Force shall include:

1 - To review the implementation of career education in other states.

2 - To inventory career education activities in Nebraska and other states.

The Task Force agreed that assignments to each of the three Task Forces should be made by the Career Education staff.

The three Task Forces will be asked to report to the total council at the April meeting on their activities.

It was suggested that Mr. Hamilton Mitten be contacted and asked to serve as chairman for the Advisory Council.

The task force decided to meet again on January 19 to consider the role of the Advisory Council.

Respectfully submitted,
Jenne Garvey
JENNE GARVEY

MEMBERS OF THE TASK FORCES FOR THE NEBRASKA ADVISORY COUNCIL ON CAREER EDUCATION

Definition and Organization Task Force

* Mr. Jerry Kromberg

Mr. Dick Halama

Mr. Jim Strand

Dr. Anne Campbell

Dr. Tom Scherer

Ms. Jenne Garvey

Dr. William Fuller

Dr. Clifford Dale

State Plan Task Force

Mr. Jack Baillie

Senator Bill Burrows

Mr. Hamilton Mitten

Mr. Dick Hawkins

* Ms. Lavonne Plambeck

Ms. Maxine Allard

Ms. Julie Jantzi

Mr. Joe Arn

Mr. Doug Collins

Ms. Mary Horan

Communications and Research Task Force

Mr. Glen Strain

Senator Ernest Chambers

Mr. Charles Dial

* Dr. Howard Ledbetter

Dr. Clifford Dale

Mr. Charlie Morehouse

Ms. Linda Horn

Ms. Roslyn Stormo

Ms. Karen Sanzo

Mr. Fred Rodriguez

* Coordinator for Task Force

MINUTES
STATE PLAN TASK FORCE
NEBRASKA ADVISORY COUNCIL FOR CAREER EDUCATION
Monday, February 7, 1977
Administration Building, College of St. Mary

Members of the State Plan Task Force met from 2:00-4:00 p.m. at the College of St. Mary, Omaha. Those present were Ms. Maxine Allard, Mr. Joe Arn, Mr. Dick Hawkins, Mr. Hamilton Mitten, Ms. Lavonne Plambeck, Ms. Jenne Garvey and Dr. Tom Scherer.

After being welcomed, each member introduced him/herself. A summary of the Advisory Council's organization and duties was presented. A further discussion of Career Education concepts was presented. Questions relating to the infusion of the concepts into the curriculum were discussed, particularly the need for inservice and preservice orientation of teachers.

The description of the state grant for career education was discussed and the need for additional areas to be surveyed was voted. This will be undertaken next year.

The needs assessment instruments were presented and discussed. Some items were identified as perhaps being inappropriate and inadequate. Since the instruments are to be used for validation, these items will be reviewed after the instruments have been administered. The Task Force agreed to proceeding with the administration during the following 2-3 weeks.

Since the results will be incorporated into the State Plan, which the whole Council will review, no further meetings were felt to be necessary.

Attached is a copy of the Agenda of the meeting.

State Plan Task Force
Nebraska Advisory Council for Career Education
Monday, February 7, 1977
Administration Building, College of St. Mary

AGENDA

2:00- 2:15 p.m. Welcome

2:15- 2:30 p.m. Advisory Council Summary

I. Task Forces
   1. Definition and Organization
   2. State Plan
   3. Communication and Research

II. Duties
   1. Review and make recommendations for curriculum
   2. Review position paper
   3. Develop strategies for implementation
   4. Establish state priorities
   5. Develop one and five year objectives
   6. Possible legislation

2:30- 2:45 p.m. Career Education Concepts
Discuss chart

2:45- 3:15 p.m. Grant Descriptions
1. Develop data on current status of Career Education
2. Survey students
3. Teachers, Counselors, Administrators
4. Business, Industry and Labor
5. Technical Colleges

3:15- 4:00 p.m. Needs Assessment Instruments
1. Early Beliefs Inventory
2. Teachers
3. Program Inventory

NEBRASKA
DEPARTMENT OF EDUCATION
233 SOUTH 10th STREET, LINCOLN, NEBRASKA 68508
T[illegible]PHONE (402) 471-2295

M. Anne Campbell
Commissioner

MEMORANDUM

TO: Members of the Nebraska Advisory Council for Career Education

FROM: Jenne Garvey

DATE: February 4, 1977

SUBJECT: Informational Items

Enclosed are several articles which members of the Council have asked me to share with you. Also enclosed is a summary of the minutes of the Definition and Organization Task Force meeting on January 19.

This Task Force will be meeting again on February 9. The State Plan Task Force will be meeting on February 7. We will follow up these meetings with summary reports which will keep you up to date on the activities of the Task Force[illegible]

STATE BOARD OF [illegible]DUCATION

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DEFINITION AND ORGANIZATION
MINUTES OF TASK FORCE MEETING
January 19, 1977

Members of the Task Force for Definition and Organization met on January 19, 1977, from 9:00 to 11:00 a.m. Attending the Task Force meeting were: Dr. William Fuller, Ms. Jenne Garvey, Mr. Dick Halama, Mr. Jerry Kromberg, Dr. Tom Scherer, and Mr. Jim Strand.

The purpose of this meeting was to discuss the responsibilities of the Definition and Organization Task Force. The discussion of these responsibilities is given below.

Responsibility

To define the relationship between the Advisory Council for Career Education and the State Board of Education.

Discussion

The State Board of Education establishes policy for education in Nebraska. The Nebraska Advisory Council for Career Education has a role which is advisory to the State Board.

Implementation of career education will take place at the local level. While the Advisory Council has no direct contact with the local education agency, the Council will establish communications with the State Board that will provide support for career education.

The Nebraska Advisory Council for Career Education is composed of individuals who represent students, parents, government, education, business, industry, labor, and minorities. As representatives of these various groups, the Council recognizes the responsibility to these groups and the influence of such groups on the Council membership.

The Nebraska Advisory Council for Career Education will provide the State Board of Education with advice and council in regard to career education. This advice and council will be a reflection of the input of the entire Council and the general public. If the State Board chooses to disregard the advice provided by the Council, the Nebraska Advisory Council for Career Education will request the State Board of Education to respond with a justification for such inaction.

Responsibility

To determine the role of the Advisory Council.

Discussion

The role of the Advisory Council is defined through the functions which were outlined during the first meeting of the Advisory Council. These functions include:

1) To assist in the development of the State Plan for Career Education.
2) To assess the status of career education and make recommendations regarding the direction for career education in the state.
3) To assist in locating and enlisting the support and assistance of other state and local groups needed in the promotion of career education.
4) To advise in the areas of program development, implementation and evaluation.
5) To review existing state position paper for career education.
6) To represent the interests of educational groups, educational agencies, and the business, labor, and industry community in the development and implementation of career education.
7) To assist in determining future legislative needs relative to career education.
8) To assist and advise local advisory councils and communicating local and state concerns to the National Advisory Council for Career Education.
9) To recommend a definition of career education in Nebraska.
10) To promote staff development for teachers.
11) To promote preservice activities for career education.
12) To coordinate with Adult Education.
13) To disseminate good career education practices.

The responsibility for the three Task Forces for the Advisory Council have been outlined by this Task Force previously.

Each Task Force is served by a member of the Career Education staff for the Department of Education. This staff person shall assume the responsibility for communicating Task Force activities to the total Council membership.

Responsibility

To assist in designing an orientation to career education for other members of the Council.

Discussion

The Task Force feels this orientation should be an orientation to the issues which currently face career education in Nebraska. The activities of the Task Force will include:

(1) The selection of relevant materials to be disseminated to Council members.

(2) The review of these materials and issues at meetings of the total Advisory Council.

(3) The selection of agenda items for Advisory Council meetings.

The Task Force also defined the responsibility of the Career Education staff to this Task Force.

(1) The Career Education staff will be responsible for maintaining continuity between each of the Task Forces.

(2) Special meetings of all Task Force coordinators will be called when the need arises.

(3) The Career Education staff is responsible for communicating and coordinating the activities of each Task Force.

Responsibility

To review the current position statement of career education.

Discussion

The consideration of this responsibility centered around five areas of concern.

(1) Is postsecondary education vital to "success" in the world of work? Is it necessary to pursue additional training beyond high school in order to earn an above subsistence-level income?

(2) Should "low-level" jobs be assigned to youth exclusively as a point of entry into the labor force?

(3) What is the "proper" relationship between the private employment sector and public schools?

(4) At what point in life should students make a career choice?

(5) What is society's commitment toward providing an education? What should society's obligation be toward providing people with an education?

Additional issues which were raised:

(6) Should education attempt to meet the needs of the future? Or, should education provide skills necessary to meet present needs?

(7) Is the objective of education to manipulate the labor force?

The Task Force agreed that these areas of concern should be considered as each member reviewed the Career Education Position Paper prepared by the Department of Education.

Each member of the Task Force was asked to review the position statement prior to the next meeting on Wednesday, February 9.

MINUTES OF THE
DEFINITION AND ORGANIZATION TASK FORCE
FOR THE
NEBRASKA ADVISORY COUNCIL FOR CAREER EDUCATION

March 9, 1977

The Definition and Organization Task Force met from 9:00 - 10:30 a.m. on March 9, 1977, at the State Department of Education. Attending the meeting were: Bill Fuller, Jenne Garvey, Dick Halama, Jerry Kromberg, and Tom Scherer.

The Task Force reviewed a draft of the position paper to be presented to the Advisory Council for discussion in April.

After reviewing the position paper, the following suggestions were made:

1 - The position paper should include a definition of work.

2 - An overriding issue which should be addressed is that of unemployment.

3 - The implications of career education for a society which has a 6% unemployment rate should be discussed.

4 - The relationship between work, employment, and satisfaction should be defined.

5 - The position paper should recognize those issues which we cannot deal with.

6 - A discussion of the meaning of career education should be provided.

  a. Does career education mean something new and different?

  b. Or is career education a refocus and re-emphasis on existing educational goals?

  c. Do we begin with an inservice for teachers?

  d. Are criticisms of education well founded?

  e. Are we asking for a sweeping reform for education?

  f. Or are changes that are not so sweeping, but needed, being introduced through career education?

7 - The responsibilities of persons who will be involved in career education should be discussed.

In conclusion, the following four areas were identified as areas which should be addressed by the position paper:

1) What are the issues?
2) What can we do?
3) Who is responsible?
4) Where do we begin?

The Task Force recommended that the total membership of the Advisory Council meet on April 18 to review the draft of the position paper and the state plan.

APPENDIX B

NEEDS ASSESSMENT
TEACHERS AND STUDENTS

THE 1976-77 NEBRASKA
CAREER EDUCATION
NEEDS ASSESSMENT

"Census Survey Report"

by

Dale Kennedy, Ph. D.

in collaboration with

The Career Education Planning Unit

of

The Nebraska Department of Education

June, 1977

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INTRODUCTION

Any data that is collected on populations of persons defined by such common demoninators as age, income level, geo-political ancestry, or particular experiences, and so on, is a form of census data.

The data may be information on test scores, attitudes, opinions, expectations, needs or present circumstance. When it is used in the formulation of plans, programs and policies that will affect the populations from which it is drawn, the data collection procedure serves a needs assessment function. The use of data to shape plans, programs and policy is what distinguishes needs assessment research from data collection. Simply collecting data does not make a needs assessment.

When needs assessment research is directed toward populations of persons, the information desired is usually about the needs, attitudes, values, aspirations and the like, present in given populations. This requires psychometic instruments, that is, questionnaires which contain items to which the individual responds by choosing, rating or ranking each item. Consequently, the data obtained with these kinds of instruments is especially vulnerable to error in measurement.

Census survey data is an essential part of career education process. Career Education is especially concerned with the individual's needs, values, attitudes, expectations, and aspirations as these involve one's movement toward a career and the common life. But, in order to address a particular need, attitude, or personal trait, one needs to have evidence as what need is particular for which particular kind of person. To know if career education activities are having their desired effect, or any effect, beyond effective job training and placement, it is necessary to measure changes in needs, attitudes, and other personal traits.

New experiences stimulate attitude reformation; assistance satisfies needs. Consequently, the career education needs assessment process must collect census data at regular intervals in time series. As new needs arise they will be picked up by the needs assessment process. As old needs diminish because of direct assistance, the needs assessment will mark this occurance.

To carry on time series needs assessments, one needs reliable instruments for collecting data on the needs, attitudes, and other personal traits of individuals as are relevant to the interests of career education. Interest inventories and aptitude batteries supply some of this information, but there is a need for other instruments sensitive to other personal traits that are also of value to career education assessment. The principal object of the census survey of the 1976-77 Nebraska Career Education Needs Assessment was to develop such instruments and to pilot them at selected sites throughout the state.

Four instruments were developed and used.

A philosophic climate scale designed for the general adult population.

A teacher needs inventory designed for teachers involved or becoming involved in career education activities.

An elementary level attitude scale designed for older elementary students.

An secondary level career planning and decision making needs intentory designed for secondary students.

The philosophic climate scale was developed by the author and is available upon request along with its automated scoring program. The scoring program is general enough to handle scales with different content as long as the assumptions of the statistical model are satisfied. The report of findings that follow concern the piloting of the other three instruments in six school districts distributed regionally across the state. The principal object is to pass judgement on the validity of these instruments. However, because of the representativeness of the selected sites by region, the data obtained from instruments, giving evidence of their validity, will also provide reasonably sound estimates of statewide needs as concerns career education.

INSTRUMENT DEVELOPMENT

Instrument development began in October, 1976, and after several revisions to improve phraseology and content, final versions of each of the instruments were completed in December. The items for the teacher inventory were adapted from a teacher career education needs assessment instrument developed by the Wisconsin Department of Education. The items for the elementary instruments were original, as well as, were a portion of the secondary instrument. A good percentage of the secondary items, however, were also drawn from a student career education needs assessment instrument developed by Dr. Rodney Fleeman, presently of Chadron State College.[1] All these instruments were developed from content specifications that included subscales or clusters of items having themetic unity, that is, cluster scores were possible for each individual, as well as, total scores.

In January, 1977, however, each of the instruments were subjected to a forms control procedure that had been recently instituted by the Management Information System Committee of the Nebraska Department of Education. This procedure is designed to bring every data collection form leaving the Department under a careful and collective review. Consequently, each item of each instrument was reviewed by the Forms Control Officer to see if each item reasonably satisfied a specific set of criteria. (See Appendix 1 for criteria.) The committee required radical modifications in the format of the instruments, the number of items, and the design of the sampling. The changes required were decided independent of the subscale and cluster structure designed into the original version. These surviving items were regrouped into new clusters, but this time along different content lines.

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[1] An Assessment of Secondary Students' Career Education Needs, Dissertation 1975, by Rodney L. Fleeman, Colorado State University, Fort Collins, Colorado.

The final subscales and clusters are reported in Appendix 2. The items of each cluster or subscales are referenced to the item numbers of the final version of the instruments. Appendix 3 includes the instruments in their final form.

Teachers' Instrument

The teachers responded to a needs inventory. They were presented 25 statements of need and were asked to identify on a five-point subjective judgment scale how strongly they felt each statement did or did not represent their needs. The inventory contained four clusters of needs. Seven items represented need for support from parents, community, administrators and the like. Four items represented need for resources. Nine items concerned staffing and coordination needs and five covered evaluation needs. (See Appendix 3 for item lists for each cluster.

Elementary Students' Instrument

Elementary students responded to a 15-item scale with four clusters; five sex stereotyping items; three self awareness items; three career awareness items; five career planning and placement items, plus a question regarding future career plans.[2] Each item was weighted by a three-point agree-disagree subjective judgment scale.

Secondary Students' Instrument

Both the 9th and 12th grade population responded to a 30-item instrument. The instrument was divided into four clusters; a cluster of eight self awareness items, a cluster of twelve career awareness items, a cluster of thirteen career planning and preparation items, a cluster of six attitudinal items, plus one item on sex stereotyping.[3]

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[2] Two of the items were placed in two different clusters.

[3] Ten of the items were placed in two different clusters.

SAMPLE

The data collection procedures applied in the statewide census survey concerned two basic populations: teachers and students. The teacher population was broken down further as elementary (6th grade), junior high (9th grade) and senior high (12th grade). The student population was broken down by the same grade levels and also divided by sex at each grade level.

Six school districts, one from each of the six community college planning regions, and the Omaha Public Schools were asked if they would permit the administration of the three instruments in their schools. None of the districts except Omaha had career education activities at this time. Each site was given a specimen set of the instruments to review before making their decision. Five districts and the Omaha Public Schools agreed to administer the instruments.[4] Forty-five teacher questionnaires, thirty elementary questionnaires and sixty secondary questionnaires (30 for 9th and 12th grades each) were sent to the schools for administration along with a brief set in instructions. Overall, 178 teachers, 141 elementary students, 100 ninth grade students, and 209 twelfth grade students completed the questionnaires. The administration of the instruments began in February and was completed in March of 1977.

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[4] Instrument copies were also sent to the Macy School District, but the district elected to handle the scoring itself.

METHODS OF DATA ANALYSIS

The data for each population were submitted to four kinds of statistical procedures: 1) frequency distributions over the choice points of a subjective rating scale; 2) the calculation of item means standard deviations, and variances; 3) reliability (internal consistency) co-efficients; and 4) contingency tables. Procedures 1, 2, and 4 were executed on computer by the Statistical Package for the Social Sciences (SPSS). Procedure 3 was executed by a FORTRAN scoring program.

Frequency Distributions and Descriptive Statistics

Histograms were produced for each item, on each instrument, for each population sampled. Each histogram displays the distribution of individuals over the rating scales choice points (either 5-point or 3-point). The histograms also report the item means, standard deviations, and variances.

Reliability

Co-efficient alpha, an index of internal consistency, was calculated for each instrument and each of its clusters. This statistic is dependent upon the average correlations among items and their number and is commonly used to assess the reliability of an instrument when it is not possible to use other methods of analysis.

Contingency Analysis

A chi-square coefficient, a measure of relationship, was calculated for each item for each of five contingency tables; 1) grade levels of teachers by item choice points; 2) sex of elementary students by item choice points; 3) sex of junior high students by item choice points; 4) sex of senior high students by item choice points; and 5) junior and senior high students by item choice points. (See Sample Contingency Table).

SAMPLE CONTINGENCY TABLE

		Sex	
Item Choice Points	1	f_1	f_2
	2	f_3	f_4
	3	f_5	f_6
	4	f_7	f_8
	5	f_9	f_{10}

f_1, for instance, represents the number of males choosing choice point #1. The chi-square statistic computed for this table would statistically test whether or not the distribution of males over the choice points was significantly different from the distribution of females over the choice points. Such analysis would be testing for differences in need between the two sexes.

RULES OF INTERPRETATION

There are three kinds of statistics presented for interpretation: the item means, the coefficient alphas, and the chi-squares, each following from one of the methods of data analysis described previously.

Interpreting the Reliability Coefficient

In order for the total scores and the cluster and subscale scores to be interpretable, the instrument yielding them must be reliable, that is, it must measure what it measures consistently from sample to sample. Coefficient alpha is a statistic which is commonly used to assess an instruments' reliability. It is based on methods of correlational analysis on single administration data, and as such differs from empirical methods such as test-retest or split-half techniques. The range of alpha values may take on runs from -1.0 to 1.0, although most test content development methods prevent negative alphas. Magnitude of alpha is a function of both the number of items and the average correlation among items. (It is alpha's dependency on correlation among items that is denoted when it is termed, "a measure of internal consistency.")

An alpha value of .80 is the conventional standard of an acceptable level of reliability of internal consistency. The figure is somewhat arbitrary: one could find alphas of .70 acceptable. However, since the square of the alpha coefficient represents the proportion of total variance common to the items--.49 in the case of alpha = .70 --accepting alpha values less than .70 means that over 50% of the total score for any one individual is probably measuring something other than what the items were intended to measure. Alpha values of less than .40 suggest that the measurement problem be wholly reconsidered.

Interpreting Item Means

The item mean is a measure of central tendency. It has no conventional standard of interpretation, since its function is purely descriptive. The problems of interpretation do not arise from the mean as a statistic, but from the nature of the scale upon which it is based. The scales used in the instruments of this needs assessment are subjective judgment scales; one having three points, the rest five. The responding individual reads the item statement and then selects which of the points--usually sequenced as degrees of agreement and disagreement--represents their judgment about the item statement. The problem lies in the interpretation of the intervals between the points. The individual bases his judgment on only five points of discrimination, with the possibility that the whole number intervals represent different "distances" for different individuals. A mean calculated to the nearest tenth, on the other hand, appears to have 40 discrimination points between 1.0 and 5.0. The precision which the mean exhibits far exceeds the reliability of the scale upon which it is based. Consequently, differences of several tenths between means are not interpretable.

One method for dealing with this problem is to set cut-off points toward the extreme ends of the scale and selecting out those items whose mean exceed these cut-off points. Since the points 2.0 and 4.0 also correspond to subjective judgment points, they offer at least two logical places to set the cut-off points. This is the approach used on reporting item by item results in this work. Items meeting such criteria are called consenus items.

Interpreting Chi-Square Statistics

The chi-square statistic is a measure of relationship between two or more variables. It is typically calculated from row and column tables, called contingency tables, formed from the sub-divisions of the variable dimensions. For instance, for each item, a table could be formed by making the five points of the subjective judgment scale as the table rows and by making the columns represent male and female respondents, or grade levels. (See Sample Contingency Table, page 8). The number of individuals selecting a judgment point (the column) and also having this or that sex or grade level designation is entered in each square. The chi-square statistic is calculated from these numbers.

The chi-square is an inferential statistic and is therefore used appropriately only in hypothesis testing procedures. One hypothesis, for example, could be "there is no difference between the responses, males and females, to the item Y." If the chi-square statistic exceeds a given value, called the significance level, the null hypothesis, that there is no difference, is rejected. The reasoning in detail goes like this. The chi-square statistic has a known probability distribution, that is, each value that the chi-square statistic can take on is associated with a probability value. For example, the computed chi-square statistic of 3.84, for one degree of freedom, is associated with a probability value of .05. If two variables arranged in a contingency table are randomly related, that is, independent of each other, there are only five chances out of 100 that any computed chi-square value will exceed 3.84. If it does, then one rejects the assumption that they are independent and by implication, accepts the liklihood that they are related. In the illustration given above, if a computed chi-square of 4.27 is obtained, one would conclude that the variables are related, significant at the .05 level, that is, there are still five chances out of a hundred that the conclusion is wrong.

There is a problem, however, when calculating many inferential test statistics at once. Each statistic represents one trial to find significance, such as one try to draw an ace from a deck of cards. Each additional trial increases the liklihood of drawing the ace, or of finding significance. Consequently, if all the computed chi-squares are associated with a .05 critical value, the overall liklihood of being wrong in rejecting each null hypothesis associated with each computed statistic is considerably greater than five chances out of a hundred.

Each of the contingency analyses conducted has this problem of the inflation of error. The number of trials involved in each analysis is either 30, 14, or 25.

The formula for adjusting for error inflation is

$$L_T = 1-(1 - \alpha)^t$$

where,

L_T = the overall significance level

α = the significance level to be used for each trial

t = the number of trials

For $L_T = .05$, the significance level to be used on each trial for $t = 25$ is .0021; for $t = 14$, it is .0037; for $t = 30$, it is .0017. This level will serve as the criteria for reporting significant results for each of the contingency analysis performed in this study.

FINDINGS

The findings will be reported in separate sections corresponding to each of the three methods of data analysis. The results of the reliability studies come first since the interpretability of the total and cluster score is contingent upon acceptable levels of the reliability in the instruments. In other words, a state level interpretation of the concepts represented by item clusters is appropriate only where coefficient alpha statistic exceeds .70. The scores on any scale or subscale failing this standard measure error more than they measure any common trait.

The individual items and their means are considered next. Only the items meeting the consensus criteria ($\overline{X} < 2.0$ or $\overline{X} > 4.0$) are reported in the narrative. The full list of item means are reported in Appendix 3 where they are reported on the copies of the instrument.

The results of the contingency analys s make up the final section of findings. An overall confidence level of .05 is maintained for each set of these analyses. Specific results are reported only where the probability value associated with the chi-square statistic exceeds: 1) .0021 for 25 trials; 2) .0037 for 14 trials; 3) .0017 for 30 trials.

The principal findings as regards the validity of the instrument were:

1. The teacher's needs inventory fully meets the statistical criteria for reliability.
2. The secondary student career planning and decision making needs inventory only partially meets the statistical criteria of reliability on the 12th grade sample, but has a marked sensitivity to consensus needs at both the 9th and 12th grade levels.
3. The elementary attitude scale does not meet any statistical criteria.

The teacher's and secondary student's instruments, therefore are valid in so far as they are reliable. The other critical aspect of validity, the adequacy of their context, is only partially established. The final determination of content validity must be made at the local level, where those who have personal knowledge of the populations to be sampled can judge the appropriateness of the content. The addition and modification of items at a local level is encouraged, since this tailors the content to the needs of the district. The teacher's and secondary student's instruments developed during the 1976-77 Nebraska Career Education Needs Assessment would provide a sufficient basis for locally conducted needs assessment.

RELIABILITY

Each table in this section reports the number of items of each cluster and their respective means, standard deviations and coefficient alphas. The item lists for each cluster are reported in Appendix 2.

Teachers' Instrument

Table 1

Means, Standard Deviations, and Coefficient Alphas
for Needs Clusters on the Teacher Inventory, N = 178

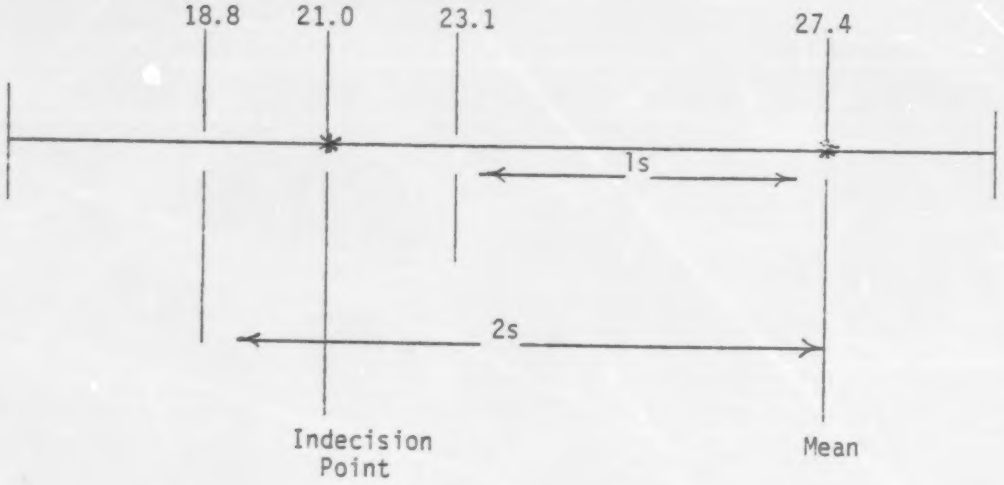
Cluster Name	# of Items	Mean	Standard Deviation	Co-efficient Alpha
Support	7	27.4	4.3	.83
Resources	4	16.0	2.8	.75
Staff and Coordination	9	35.4	5.7	.87
Evaluation	5	19.4	3.1	.73
TOTAL:	25	98.2	14.3	.94

All of the clusters have acceptable coefficient alphas. Interpretation of the cluster means is therefore appropriate. The mid-point of the five-point subjective judgment scale is labeled "Undecided." Individuals selecting the midpoint, therefore are indicating that they are unsure that the statement definitely represents or does not represent a need.

The simple product of three times the number of items in a cluster would therefore make an acceptable indecision point for numberline of the cluster scores. The strength of the need can then be interpreted as the distance of the cluster mean from the indecision point. The intervals between points on the cluster numberlines, however, are no more interpretable than differences of several tenths are for item means. This difficulty can be overcome by giving a normal curve interpretation to the distribution of cluster scores. By this interpretation, 68% of all clusters scores fall between one standard deviation below the mean and one standard deviation above the mean. Double this interval and 95.4% of cluster scores are bounded. The numberlines for each cluster, marking the cluster score means, indecision points, and the normal curve distribution about the mean, are presented in the following series of diagrams. The greater distance between the indecision point and the cluster score mean, in standard deviation units, the stronger the need. The diagrams for each cluster score and the overall score exhibit about the same degree of strength, about 1.5 in standard deviation units. A distance of 2.0 would mean that over 95% of the respondents were firmly decided on their need for what the cluster represents.

DIAGRAM 1

SUPPORT CLUSTER NUMBERLINE, 7 Items


18.8
21.0
23.1
27.4
1s
2s
Indecision Point
Mean

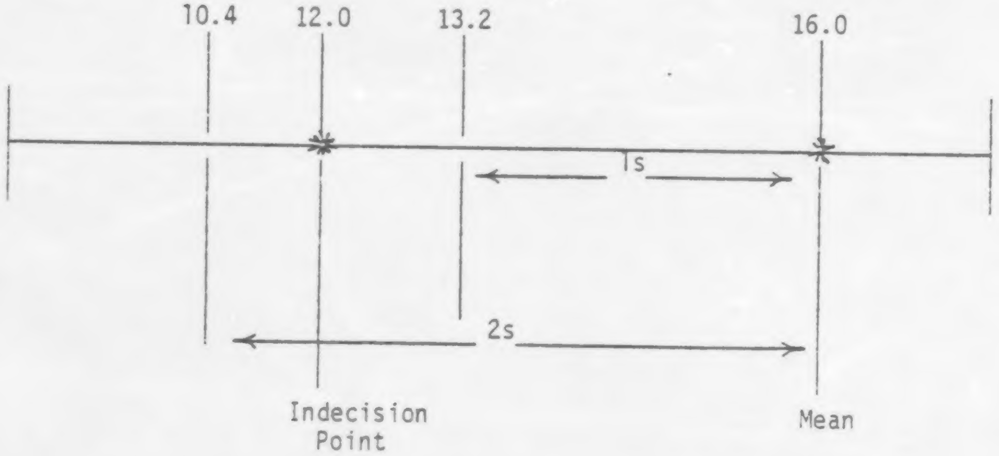
Standard Deviation, s, ... = 4.3

Distance between Mean and Indecision Point . . . . = 6.4

Distance in Standard Deviation Units . . . . = 1.5

DIAGRAM 2

RESOURCES CLUSTER NUMBERLINE, 4 Items


10.4
12.0
13.2
16.0
1s
2s
Indecision Point
Mean

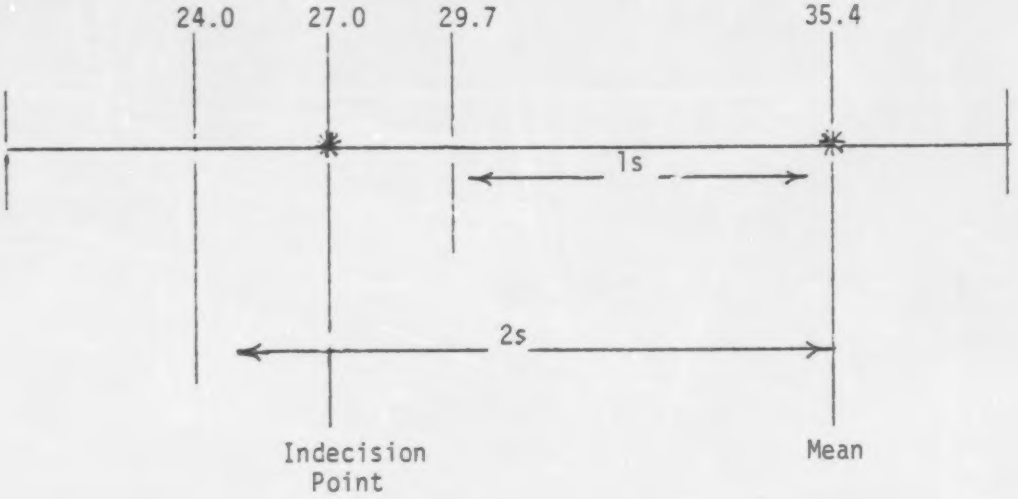
Standard Deviation, s, ... = 2.8

Distance between Mean and Indecision Point . . . . = 4.0

Distance in Standard Deviation Units . . . . = 1.4

DIAGRAM 3

STAFF AND COORDINATION CLUSTER NUMBERLINE, 9 Items


24.0
27.0
29.7
35.4
1s
2s
Indecision Point
Mean

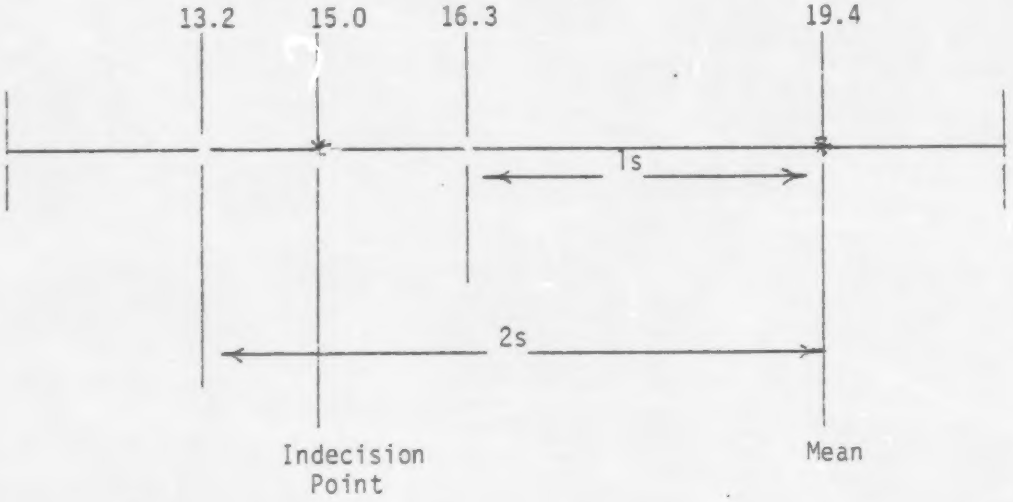
Standard Deviation, s, ... = 5.7

Distance between Mean and Indecision Point . . . . = 8.4

Distance in Standard Deviation Units . . . . = 1.5

DIAGRAM 4

EVALUATION CLUSTER NUMBERLINE, 5 Items


13.2
15.0
16.3
19.4
1s
2s
Indecision Point
Mean

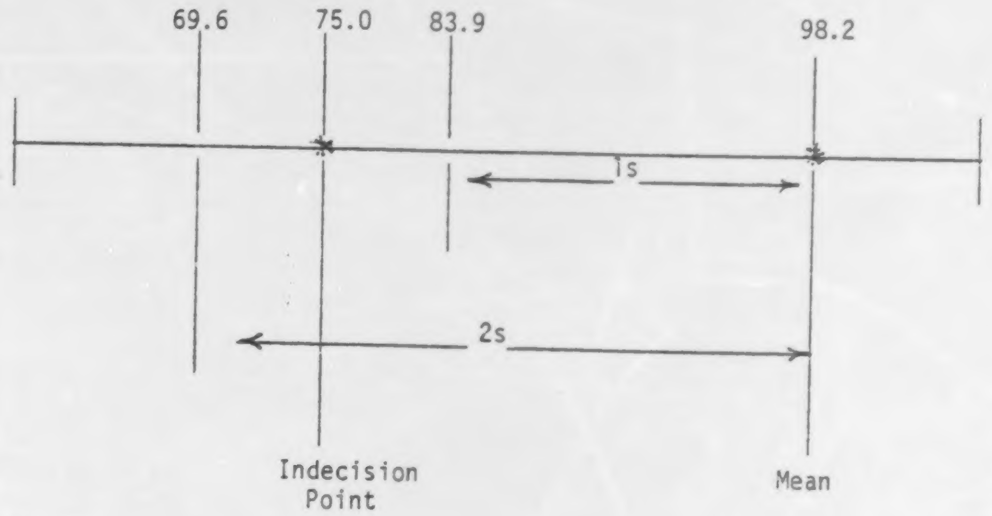
Standard Deviation, s, ... = 3.1

Distance between Mean and Indecision Point . . . . = 4.4

Distance in Standard Deviation Units . . . . = 1.5

DIAGRAM 5

TOTAL TEACHER NEEDS INVENTORY NUMBERLINE, 25 Items



Standard Deviation, s, ... = 14.3

Distance between Mean and Indecision Point . . . . = 23.2

Distance in Standard Deviation Units . . . . = 1.6

The distance between the means and the indecision points measured in standard deviation units for each of the clusters, are consistantly around 1.5. Roughly speaking, this suggests that about 75-78% of the cluster scores exceed the numerical value of their respective indecision points. Each need grouping is strongly needed, each in about equal measure.

Overall, the teacher needs inventory is reliable and suitable for further use as it stands.

ELEMENTARY STUDENTS' ATTITUDE SCALE

Table 2

Means, Standard Deviations, and Coefficient
Alphas for Subscales on the
Elementary Student Instrument, N = 141

Cluster Name	# of Items	Mean	Standard Deviation	Coefficient Alpha
Self Awareness	3	4.5	1.4	.13
Career Awareness	3	2.3	.6	-.21
Career Planning and Preparation	5	6.8	1.7	.37
Sex Stereotyping	5	6.3	1.9	.61
TOTAL:	14	18.6	3.2	.52

None of the alpha coefficients reach the acceptable level of .70. Hence, an analysis of the cluster numberlines, as was performed for the teacher need clusters, is not warranted.

The coefficient alphas are so low that instrument has little liklihood of ever yielding useable cluster scores. Later results, however, suggest that its individual items are sensitive to consensus on the part of elementary students.

The elementary students were also asked to write down what they would like to be when they grew up (Question 15).

Question 15. Write down what you would like to be when you grow up.

A total of 141 elementary students completed the elementary survey. Of this group, 109 indicate some occupational area while 6 indicated "don't know" and another 32 left the question blank. The results of the survey of occupational groups is listed in Table 5.

TABLE 5

Occupation	Number of Students
Farm and Ranch	30
Teacher and/or Sports	26
Science and/or Math	21
Services	12
Fine Arts	7
Military	5
Lawyer	2
Housewife	1
Don't Know	6
No Answer	32
TOTAL:	141

The largest group included nine individuals who wanted to be veterinarians, plus three students were interested in horse training. Six students also wished to be farmers, while another three were interested in becoming rangers.

A number of students indicated professional sports as an interest; football, 6; baseball, 3; basketball, 4; plus one stunt man. Many of these students were also interested in preparing as teachers in these areas.

The area of science and math included medical areas, science and engineering, as well as, marine biology (1 student) and oceanography (1 student). Six students were interested in the field of nursing, while only three students were planning to be medical doctors.

The services category included jobs from "worker" to mechanic. Truckers, 6; trappers, 1; well driller, 1; mountain man, 1; were other career areas selected by the students.

Only one person planned to be a housewife, while six wrote "don't know."

The 32 students (22%) who didn't respond to the question indicated a significant number of students who apparently had little orientation or exposure to career opportunities in the classroom.

JUNIOR HIGH STUDENTS ON THE SECONDARY STUDENT'S INSTRUMENTS

Table 4

Means, Standard Deviations, and Coefficient Alphas for Needs Clusters on the Secondary Instrument for 9th Grade Students, N = 100

Cluster Name	# of Items	Mean	Standard Deviation	Coefficient Alpha
Self Awareness	8	29.9	3.1	.32
Career Awareness	12	41.6	4.7	.41
Attitudes	6	18.1	3.0	-.07
Career Planning and Preparation	13	46.2	5.0	.45
Sex Stereotyping	1	1.54	.50	***
TOTAL:	30	104.6	8.5	.57

None of the alpha coefficients reach the acceptable level of .70. Hence, an analysis of the cluster numberlines, as was performed for the teachers need clusters, is not warranted.

SENIOR HIGH STUDENTS ON THE SECONDARY STUDENT'S INSTRUMENT

Table 5

Means, Standard Deviations, and Coefficient Alphas for Needs Clusters on the Secondary Instrument for 12th Grade Students, N = 209

Cluster Name	# of Items	Mean	Standard Deviation	Coefficient Alpha
Self Awareness	8	29.1	3.8	.55
Career Awareness	12	41.2	5.6	.57
Attitudes	6	18.0	3.5	.37
Career Planning and Preparation	13	44.7	6.5	.68
Sex Stereotyping	1	2.65	.923	***
TOTAL:	30	102.9	11.7	.79

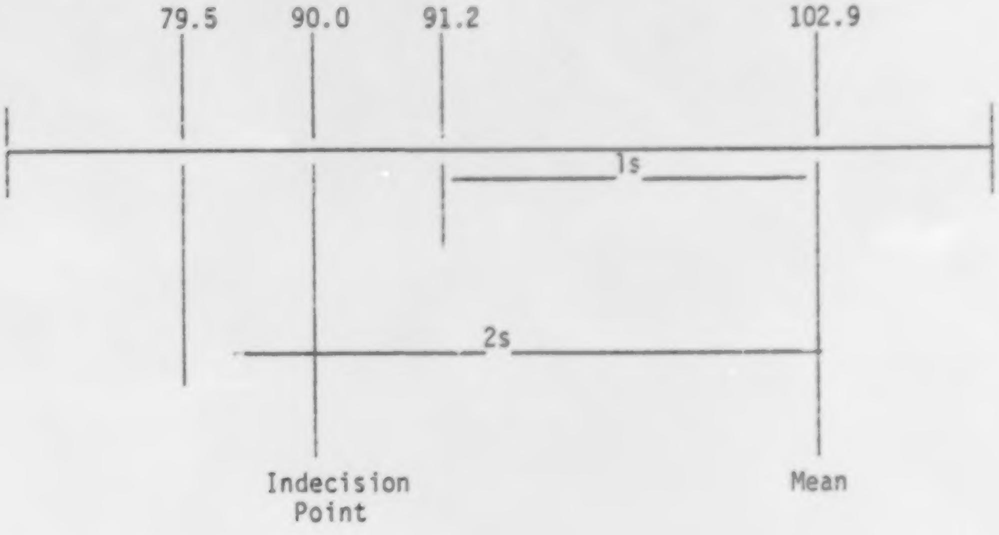
None of the coefficient alphas for the clusters reach the acceptable level of .70.

A few are close enough that the deletion of items with low item-cluster score correlations might improve the internal consistency enough to yield acceptable coefficient alphas. Such instrument reconstruction would be desirable before the instrument could be used in program evaluation systems, i.e., be used to determine if career education activities are satisfying student needs.

The instrument overall does have an acceptable coefficient alpha, .79. This further suggests that a reconstruction of the clusters would lead to reliable cluster scores. The items altogether are fairly consistent, although the total scores lack the specific interpretations that the clusters have. This overall alpha does partially satisfy the statistical criteria for reliability, although ideally, one would like to have the clusters prove more reliable.

DIAGRAM 6

SECONDARY INSTRUMENT NUMBERLINE FOR TWELFTH GRADERS



Standard Deviation, s, ... = 11.7

Distance between Mean and Indecision Point . . . . = 12.9

Distance in Standard Deviation Units . . . . = 1.1

The overall strength of need is less in magnitude than the strength of need exhibited by the teacher clusters, but still approximately 72% of the total scores exceed the indecision point. There is clearly an overall sense of need for what the set of item statements stands for altogether.

INDIVIDUAL ITEM MEANS

Consensus on an item was defined as having an item mean above 4.0 or below 2.0 on the five point scales or above 2.5 and below 1.5 on the three point scale. Consensus items for each population sample are reported in the following tables. The items with positive (agreement) consensus reported together and separate from the items with negative (disagreement) consensus. Item means for all items are reported in Appendix 3 along with the item statements on the copies of each instruments.

Each consensus item is an unique interpretation. It simply means that the population strongly feels that they need whatever the need statement is about. Since the consensus results listed in the following tables are compiled from samples regionally distributed throughout the state, these results can be generalized to the state as a whole. The results then represent the first estimates of career education needs statewide.

TEACHER'S INSTRUMENT

Table 5

Teacher Consensus Item - Agreement with Means and Cluster

Original Item #	Item Statement	Mean	Cluster
1.	coordination of career education efforts within our school system.	4.2	Staff & Coordination
3.	cooperation of teachers in integrating career education with the school curriculum.	4.2	Staff & Coordination
5.	assistance in identifying school and community resources for career education.	4.0	Resources
6.	a system for cataloguing, locating, and utilizing available career education resources.	4.1	Resources
10.	a local plan for career education.	4.0	Evaluation
11.	communication and cooperation between school and community to facilitate career education.	4.2	Staff & Coordination
17.	career education for all students, including those with special needs, those who will go on to a postsecondary education, and those who will seek immediate employment upon exit from school.	4.0	Staff & Coordination
19.	suggestions and examples showing application of career.	4.0	Resources
20.	opportunities for teachers of like grade level or discipline to share what they are doing in career education.	4.0	Resources
22.	counselor support for career education efforts.	4.2	Support
23.	administrative support for career education efforts.	4.2	Support
24.	parent support for career education efforts.	4.2	Support
25.	community support for career education efforts.	4.2	Support

Thirteen of the 25 items met the consensus criteria and all of these had positive consensus, agreement. All the clusters are represented except evaluation, though as a cluster grouping the need for evaluation was as strong as the other clusters. Support, Resources, and Staff and Coordination Needs, however, all are important in getting Career Education underway, whereas, Evaluation Need increases in importance once Career Education is underway.

The item consensus results do reflect a reasonable sense of priorities on the part of the teachers.

ELEMENTARY STUDENT'S ATTITUDE SCALE

Table 6

Elementary Student Consensus Items AGREEMENT

Original Item #	Item Statement	Mean	Cluster
5.	A person can have interesting hobbies as a grown-up, even if their work is not exciting.	2.8	Career Awareness
9.	Going to high school will help me get a good job.	2.8	Career Awareness
10.	Girls should be able to do whatever work they would like to do.	2.7	Sex Stereotyping
11.	Studying in school is important even if you do not go to college.	2.9	Career Planning & Preparation
13.	There are many kinds of work I could do as a grown-up that would interest me.	2.9	Career Awareness
14.	Girls can become mothers and work outside of the home.	2.8	Sex Stereotyping

Table 7

Elementary Student Consensus Items DISAGREEMENT

Original Item #	Item Statement	Mean	Cluster
4.	Boys are smarter than girls so they should get better paying jobs.	1.2	Sex Stereotyping
7.	Girls don't really want to work; they only want to earn extra money.	1.3	Sex Steroetyping
8.	Parents should tell their children what kind of work they should do.	1.3	Career Planning & Preparation
12.	Boys always go to work and girls always become mothers and keep house.	1.3	Sex Stereotyping

These tables suggest that among the elementary students sampled, and probably among the statewide elementary student population, there is

1) Some reasonable optimism about the future (Items 5, 9, 13).
2) A positive feeling about the value of schooling (Items 9, 11).
3) A contemporary orientation toward the rights and roles of women (Items 10, 14, 4, 7, 12).
4) A desire to decide for themselves what they will do as a career (Item 8).

SECONDARY STUDENT'S INSTRUMENT, 9th and 12th GRADES

Eleven items at the junior high level and ten items at the senior high level have means greater than 4.0 or less than 2.0. All ten of the senior consensus items are consensus items at the junior high level.

Table 7

Secondary Student Consensus Items
Agreement and Disagreement with Means and Cluster

Original Item #	Item Statement	Mean		Clusters
		9th	12th	
1.	know what kinds of courses and training are available while I'm in school, in addition to the school program.	4.3	4.2	Career Awareness
3.	have time to think about who I am and what I would like to be.	4.2	4.3	Self Awareness
4.	know how to make decisions.	4.1	4.1	Career Planning & Preparation
5.	know what kinds of jobs are available locally.	4.1	4.1	Career Awareness & Career Planning & Preparation
7.	know how to find information on careers.	4.2	4.0	Career Awareness & Career Planning & Preparation
8.	be prepared for a job after finishing high school.	4.2	4.1	Career Planning
13.	know what value my high school education will have for my future.	4.4	4.1	Self Awareness & Career Planning & Preparation
14.	have on-the-job experiences to see what having a job is like.	4.0	4.0	Career Awareness
17.	know about jobs which match my special interests and aptitudes.	4.5	4.3	Self Awareness
19.*	have more opportunities to practice social skills.	4.0	...	Self Awareness
24.**	I have a plan which will allow me to do what I want to do after high school.	2.0	1.8	Career Planning & Preparation

* Consensus of 9th grade only

** Negative consensus, disagreement

This table suggests that among the secondary students sampled, and probably among the statewide secondary student population, there is:

1) a recurrent need for facts, information, and knowledge about the world of work (Items 1, 5, 7, 14, 17).
2) concern about the value of schooling (Item 13).
3) the need to earn an income (Item 8).
4) a self perceived lack of planning and decision making skills (Items 4, 24).
5) a desire to think about themselves and what they want to do (Item 3).

The disavowal a personal set of plans (Item 24) is disappointing. This consensus suggests that many seniors are going to graduate without ever having thought out what they will do as an adult, at least to the point where one could say they "have a plan"; many 9th grade students are going to be planning their high school program of courses with very limited ideas as to what relationship that program might have to what they will do after high school.

CONTINGENCY TABLES

Five separate contingency analyses were run: one for differences between the response patterns of teachers at different grade levels, item by item; three for differences between the response patterns of male and female students, item by item, for elementary, 9th grade, and 12th grade students respectively; and one for differences between the response patterns between 9th grade and 12th grade students, item by item. Each of these will be reported separately. The significance level criteria applied to each item table are: .0021 for the teacher instrument; .0037 for the elementary instrument; .0017 for the secondary instrument. The overall confidence level for the results of each of the analyses is .05.

First Analysis - Grade Level of Teacher by Item Choices, Item by Item

There were no significant differences between the teacher grade levels, elementary, 9th, and 12th on any item. The needs phrased in the items statements on the teacher instruments are common across grade level distinctions.

Second Analysis - Male and Female Elementary Students by Item Choices, Item by Item

The computed chi-square for Item 7 was significant at the .0001 level, easily exceeding .0021 criterion level.

Item 7 - Girls don't really want to work; they only want to earn extra money.

The mean for females was 1.1. The mean for males was 1.6. Females quite distinctly reject this idea, while males tend to be somewhat more undecided, though still they are inclined to reject the statement. None of the other items showed significant differences.

Third Analysis - Male and Female 9th Grade Students by Item Choices, Item by Item

There were no significant differences between the sexes of the 9th grade sample on any of the items.

Fourth Analysis - Male and Female 9th Grade Students by Item Choices, Item by Item

The computed chi-square for Item 19 was significant at the .0004, easily exceeding the .0017 criteria level.

Item 19 - have more opportunities to practice my social skills.

The mean for females was 4.1. The mean for males was 3.4. Females show a strong positive agreement to the need to practice social skills, whereas males are much more non-committal about this need. This is a curious finding because females are usually credited with better interpersonal skills than males, especially at this age. It could be that females have enough understanding of social skills to recognize the need to improve them to an even greater extent, while males may not fully recognize the value of sound social skills. It could be that males believe their social skills to be adequate for whatever undertakings they have in mind after graduation, while females may feel that their present social skills are too heavily practiced among other females and are therefore concerned that their social skills may be inadequate in occupations already having large male populations.

Fifth Analysis - 9th and 12th Grade Students by Item Choices, Item by Item

There were no significant differences between 9th and 12th grade students on any of the items.

SUMMARY AND RECOMMENDATIONS

This section will draw together several lines of particular findings in discussion style. Specific recommendations will be marked from the body of the manuscript as quotations.

The teacher needs inventory is reliable in all its parts. The sample exhibited high need in each of the need clusters, designed into the instrument.

"The teacher's inventory should be distributed as is to districts known to have career education activities. It should prove sensitive to these teachers' priorities."

The secondary students' career planning and decision making inventory is reliable overall and clearly sensitive to consensus. However, all the attitudes items should be eliminated since those as a cluster show the poorest internal consistency. None of these items had consensus.

"More items should be written for the clusters on the secondary instrument and added to the ones already existing in the clusters. (Attitudes deleted). The resulting bank or pool of needs statement should be distributed to districts known to have career education activities, along with simple instructions on how to construct and package student needs inventories by selecting a balanced subset of item from the pool."

The actual results obtained from the sample of secondary students indicated a systematic need to gain facts, information, and knowledge about the world of work. Five consensus items can be grouped under this heading. This particular finding is reinforced by one of the findings of a survey of 130 participants at a March, 1973 Governor's conference on Career Education.[3] When asked how much importance should be placed on helping students gain facts, information and knowledge about the world of work -- None, Little, Somewnat, Considerable,

---

[3] Career Education: A Report on a Conference Held, Nebraska Department of Education, 1974, pp. 51.

Extreme -- 52% choose "Considerable" and 45% choose "Extreme." When asked to judge the extent to which this was a responsibility of the school -- None, Limited, About Half, Primarily, Completely -- 63% choose "Primarily" and 30% choose about half.

"Special emphasis in the State Plan should be given to supporting and improving the delivery systems by which students have the opportunity to gain facts, information, and knowledge about the world of work."

"Districts should be encouraged to provide their secondary students with the opportunities to develop formal plans to assist their students to prepare for and attain successful career goals. While plans may be revised due to changes and circumstance, an initial, formal effort is helpful to future career needs."

The elementary student attitude scale has very poor internal consistently and should not be distributed to any district. This, however, leaves a large and critical population of students without an instrument.

"A list of needs assessment instruments appropriate to the elementary student should be prepared and disseminated."

The elementary students, however, did reach consensus on two sets of items, two items suggesting positive attitudes toward schooling and five suggesting equal attitudes toward the rights and roles of women. The secondary students, however, were concerned about the value of their schooling for them.

"Special emphasis be given in the State Plan to the development of educational objectives in the affective domain which will especially reinforce the current positive attitudes of elementary students toward schooling and the rights and roles of women."

APPENDIX 1

Forms Review Criteria for the NDE Management Information System Committee

Criteria for Review of

Forms to be Distributed by NDE

1. Need

There must be a defensible need for each of the items of information required. To be "defensible", the need must be based on:

a. A specified decision which cannot reasonably be made without the information.

b. A definition in statute or regulation of data which must be collected.

c. A report distributed by NDE which requires the specified information.

d. A report required of NDE by an external agency which requires this information.

e. A legitimate research need which cannot be met without this piece of information.

2. Clarity

The information must be requested in a clear, precise fashion which can be easily handled by the respondent. Piloting of forms is recommended to test clarity of instructions.

3. Ease of Response

The information must be requested in a format that required as little effort to respond as is practicable. This may involve submission of data in the form in which it currently exits in local school systems, on computer tape, or in some other simple fashion.

4. Definition

All terms utilized and all data collected must be clearly defined, using the same definitions that are used by other sections or agencies where ever possible.

5. Timing

The data requests must be timed to allow adequate lead time and create the least possible conflict with school schedules. Data should not be requested before it can reasonably be collected locally.

6. Sample

Data should be collected from the minimum possible number of respondents to insure reliability.

7. Redundancy

Data should be collected only once and then should be shared by NDE Staff. Each item must be reviewed for possible prior collection before being requested.

8. Data Processing Entry

Each form should be designed in a manner which will make it as easily entered into an EDP System as possible, if it is to be electronically processed.

9. Rationale

Each data request should include an understandable, non-threatening description of the reason for which it is being collected. This should be provided for the benefit of the respondent, who may have some doubts.

APPENDIX 2

TEACHER CLUSTER

Cluster Groupings of Items for Each of the Instruments

NEBRASKA DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT

WINTER, 1977

STATE DEPARTMENT OF EDUCATION
301 CENTENNIAL MALL SOUTH
LINCOLN, NEBRASKA 68509

95

TEACHER

Nebraska Department of Education
STATE-WIDE NEEDS ASSESSMENT FOR CAREER EDUCATION

Directions: We need your help. The following questions will help us to determine your needs regarding career education. This process brings together the school and community by incorporating various career activities, which help students prepare for life outside the school. Please respond to these questions in light of your future involvement with a full career education program by circling the number which best describes your degree of need.

STATEMENT	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
In order to provide career education for students, I need:					
1. coordination of career education efforts within our school system.	5	4	3	2	1
2. a policy statement from the Board of Education supporting career education.	5	4	3	2	1
3. cooperation of teachers in integrating career education with the school curriculum.	5	4	3	2	1
4. adequate evaluation systems for career education efforts.	5	4	3	2	1
5. assistance in identifying school and community resources for career education.	5	4	3	2	1
6. a system for cataloguing, locating, and utilizing available career education resources.	5	4	3	2	1
7. planned conferences for administrators, teachers, and counselors to develop local career education materials.	5	4	3	2	1
8. released time for teachers, administrators, and counselors to develop local career education materials.	5	4	3	2	1
9. a local needs assessment for career education.	5	4	3	2	1
10. a local plan for career education.	5	4	3	2	1
11. communication and cooperation between school and community to facilitate career education.	5	4	3	2	1
12. inservice training for school staff concerning career education.	5	4	3	2	1
13. motivation to use career education strategies to improve guidance and instruction.	5	4	3	2	1

STATEMENT	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14. a program of "testing" to help students identify their interests and abilities.	5	4	3	2	1
15. adequate communications between state agencies and local schools and communities.	5	4	3	2	1
16. adequate communications between teacher and counselor training institutions and local school district.	5	4	3	2	1
17. career education for all students, including those with special needs, those who will go on to a post-secondary education, and those who will seek immediate employment upon exit from school.	5	4	3	2	1
18. a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement.	5	4	3	2	1
19. suggestions and examples showing application of career education strategies in each subject area.	5	4	3	2	1
20. opportunities for teachers of like grade level or discipline to share what they are doing in career education.	5	4	3	2	1
21. follow-up activities to see where our students are 1 and 5 years after graduation.	5	4	3	2	1
22. counselor support for career education efforts.	5	4	3	2	1
23. administrative support for career education efforts.	5	4	3	2	1
24. parent support for career education efforts.	5	4	3	2	1
25. community support for career education efforts.	5	4	3	2	1

With which grade levels are you primarily involved?

1. 6th   3. 9th   5. 12th

Other needs, comments, suggestions, concerns about career education.

City:______________________________   School:______________________________

SUBSCALES OF TEACHER'S ASSESSMENT INSTRUMENT

Support	2, 16, 18, 22, 23, 24, 25
Resources	5, 6, 19, 20
Staff & Coordinators	1, 3, 7, 8, 11, 12, 13, 15, 16, 17, 18
Evaluation	4, 9, 10, 14, 21

TEACHER INSTRUMENT

Support Cluster

Original Item #	Statement
2.	a policy statement from the Board of Education supporting career education.
16.	adequate communications between teacher and counselor training institutions and local school district.
18.	a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement.
22.	counselor support for career education efforts.
23.	administrative support for career education efforts.
24.	parent support for career education efforts.
25.	community support for career education efforts.

TEACHER INSTRUMENT

Resource Cluster

Original Item #	Statement
5.	assistance in identifying school and community resources for career education.
6.	a system for cataloguing, locating, and utilizing available career education resources.
19.	suggestions and examples showing application of career education strategies in each subject area.
20.	opportunities for teachers of like grade level or discipline to share what they are doing in career education.

TEACHER INSTRUMENT

Staff & Coordinators Cluster

Original Item #	Statement
1.	coordination of career education efforts within our school system.
3.	cooperation of teachers in integrating career education with the school curriculum.
7.	planned conferences for administrators, teachers, and counselors to develop local career education materials.
8.	released time for teachers, administrators, and counselors to develop local career education materials.
11.	communication and cooperation between school and community to facilitate career education.
12.	inservice training for school staff concerning career education.
13.	motivation to use career education strategies to improve guidance and instruction.
15.	adequate communications between state agencies and local schools and communities.
16.	adequate communications between teacher and counselor training institutions and local school district.
17.	career education for all students, including those with special needs, those who will go on to a post-secondary education, and those who will seek immediate employment upon exit from school.
18.	a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement.

TEACHER INSTRUMENT

Evaluation Cluster

Original Item #	Statement
4.	adequate evaluation systems for career education efforts.
9.	a local needs assessment for career education.
10.	a local plan for career education.
14.	a program of "testing" to help students identify their interests and abilities.
21.	follow-up activities to see where our students are 1 and 5 years after graduation.

APPENDIX 3

SECONDARY CLUSTER

Cluster Groupings of Items
for Each of the Instruments

NEBRASKA DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT

WINTER, 1977

STATE DEPARTMENT OF EDUCATION
301 CENTENNIAL MALL SOUTH
LINCOLN, NEBRASKA 68509

SECONDARY

NEBRASKA DEPARTMENT OF EDUCATION
STATE-WIDE NEEDS ASSESSMENT
FOR CAREER EDUCATION

Directions: We need your help. The following questions will help us plan education courses which will be better for you. Career Education brings together the school and community in interesting work activities to help you get ready for the world outside of the school. Fill in the space for sex, then read each statement and circle the answer which best describes your need.

Male ______ Female ______

I need to:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. know what kinds of courses and training are available while I'm in school in addition to the school program.	5	4	3	2	1
2. know why people choose the jobs they have.	5	4	3	2	1
3. have time to think about who I am and what I would like to be.	5	4	3	2	1
4. know how to make decisions.	5	4	3	2	1
5. know what kinds of jobs are available locally.	5	4	3	2	1
6. know more information about military service.	5	4	3	2	1
7. know how to find information on careers.	5	4	3	2	1
8. be prepared for a job after finishing high school.	5	4	3	2	1
9. know what post high school training programs are available in Nebraska.	5	4	3	2	1
10. have help locating summer or after school work.	5	4	3	2	1
11. have more information about financing my education.	5	4	3	2	1
12. have help in planning for next years courses.	5	4	3	2	1
13. know what value my high school education will have for my future.	5	4	3	2	1
14. have on the job experiences to see what having a job is like.	5	4	3	2	1
15. talk to a knowledgeable person about the result of my interests and aptitudes.	5	4	3	2	1
16. know what kinds of life goals other people have.	5	4	3	2	1
17. know about jobs which match my special interests and aptitudes.	5	4	3	2	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
18. develop educational and vocational goals.	5	4	3	2	1
19. have more opportunities to practice my social skills.	5	4	3	2	1
SECTION II					
Please respond to the following statements regarding your ideas, current situation, etc. about education and work.	5	4	3	2	1
20. There isn't much to do to prepare for a job except to wait until the time comes.	5	4	3	2	1
21. All work which benefits the community should be regarded with dignity.	5	4	3	2	1
22. Most people keep the same job for most of their life.	5	4	3	2	1
23. Except for the money you get, jobs have little influence on your life.	5	4	3	2	1
24. I have a plan which will allow me to do what I want to do after high school.	5	4	3	2	1
25. There are a few jobs in my area which appeal to me.	5	4	3	2	1
26. I know what high school courses to take which will help me prepare for a specific job.	5	4	3	2	1
27. There is only one "right job" for each person.	5	4	3	2	1
28. I have spent a great deal of time thinking about what I plan to do after high school.	5	4	3	2	1
29. People do not like the jobs they have.	5	4	3	2	1
30. Housewives and mothers do not need any career training.	5	4	3	2	1

SECONDARY INSTRUMENT

Self Awareness Cluster

Original Item #	Statement
2.	know why people choose the jobs they have.
3.	have time to think about who I am and what I would like to be.
13.	know what value my high school education will have for my future.
15.	talk to a knowledgeable person about the result of my interests and aptitudes.
17.	know about jobs which match my special interests and aptitudes.
19.	have more opportunities to practice my social skills.
25.	There are a few jobs in my area which appeal to me.
28.	I have spent a great deal of time thinking about what I plan to do after high school.

SECONDARY INSTRUMENT

Career Awareness Cluster

Original Item #	Statement
1.	know what kinds of courses and training are available while I'm in school in addition to the school program.
5.	know what kinds of jobs are available locally.
6.	know more information about military service.
7.	know how to find information on careers.
8.	be prepared for a job after finishing high school.
9.	know what post high school training programs are available in Nebraska.
10.	have help locating summer or after school work.
14.	have on-the-job experiences to see what having a job is like.
16.	know what kinds of life goals other people have.
20.	There isn't much to do to prepare for a job except to wait until the time comes.
25.	There are a few jobs in my area which appeal to me.
26.	I know what high school courses to take which will help me prepare for a specific job.

SECONDARY INSTRUMENT

Attitudes Cluster

Original Item #	Statement
20.	There isn't much to do to prepare for a job except to wait until the time comes.
21.	All work which benefits the community should be regarded with dignity.
22.	Most people keep the same job for most of their life.
23.	Except for the money you get, jobs have little influence on your life.
27.	There is only one "right job" for each person.
29.	People do not like the jobs they have.

SECONDARY INSTRUMENT

Career Planning & Placement Cluster

Original Item #	Statement
4.	know how to make decisions.
5.	know what kinds of jobs are available locally.
6.	know more information about military service.
7.	know how to find information on careers.
9.	know what post high school training programs are available in Nebraska.
10.	have help locating summer or after school work.
11.	have more information about financing my education.
12.	have help in planning for next years courses.
13.	know what value my high school education will have for my future.
18.	develop educational and vocational goals.
20.	There isn't much to do to prepare for a job except to wait until the time comes.
24.	I have a plan which will allow me to do what I want to do after high school.
26.	I know what high school courses to take which will help me prepare for a specific job.

SECONDARY INSTRUMENT

Sex Stereotyping Cluster

Original Item #	Statement
30.	Housewives and mothers do not need any career training.

APPENDIX 4

ELEMENTARY CLUSTER

Cluster Groupings of Items
for Each of the Instruments

NEBRASKA DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT

WINTER, 1977

STATE DEPARTMENT OF EDUCATION
301 CENTENNIAL MALL SOUTH
LINCOLN, NEBRASKA 68509

ELEMENTARY

NEBRASKA DEPARTMENT OF EDUCATION
State-Wide Needs Assessment for Career Education

Directions: We need your help. The following questions will help us plan education courses which will be better for you. Career Education brings together the school and community in interesting work activities to help you get ready for the world outside of the school. Fill in the space for sex, then read each statement and circle your answer to each question.

Male ______ Female ______

STATEMENT	AGREE	DON'T KNOW	DISAGREE
1. Some people will never learn to do good work.	3	2	1
2. People decide what kind of jobs they will have after they get out of school.	3	2	1
3. If you like the work you do, your whole life is better.	3	2	1
4. Boys are smarter than girls so they should get better paying jobs.	3	2	1
5. A person can have interesting hobbies as a grown-up, even if their work is not exciting.	3	2	1
6. Only people who get good grades should go to college.	3	2	1
7. Girls don't really want to work; they only want to earn extra money.	3	2	1
8. Parents should tell their children what kind of work they should do.	3	2	1
9. Going to high school will help me get a good job.	3	2	1
10. Girls should be able to do whatever work they would like to do.	3	2	1
11. Studying in school is important even if you do not go to college.	3	2	1
12. Boys always go to work and girls always become mothers and keep house.	3	2	1
13. There are many kinds of work I could do as a grown-up that would interest me.	3	2	1
14. Girls can become mothers and work outside of the home.	3	2	1

15. Write down what you would like to be when you are grown-up.

____

NAME OF INSTRUMENT	AREAS OF ASSESSMENT				
	SELF AWARENESS	CAREER AWARENESS	ATTITUDES	CAREER PLANNING & PLACEMENT	SEX STEREOTYPING
ELEMENTARY	1, 3, 10	5, 9, 13		2, 6, 8, 9, 11	4, 7, 10, 12, 14
SECONDARY	2, 3, 13, 15, 17, 19, 25, 28	1, 5, 6, 7, 8, 9, 10, 14, 16, 20, 25, 26, 27	20, 21, 22, 23, 27, 29	4, 5, 6, 7, 9, 10, 11, 12, 13, 18, 20, 24, 26	30

ELEMENTARY INSTRUMENT

Self Awareness Cluster

Original Item #	Statement
1.	Some people will never learn to do good work.
3.	If you like the work you do, your whole life is better.
10.	Girls should be able to do whatever work they would like to do.

ELEMENTARY INSTRUMENT

Career Awareness Cluster

Original Item #	Statement
5.	A person can have interesting hobbies as a grown-up, even if their work is not exciting.
9.	Going to high school will help me get a good job.
13.	There are many kinds of work I could do as a grown-up that would interest me.

ELEMENTARY INSTRUMENT

Career Planning and Placement Cluster

Original Item #	Statement
2.	People decide what kind of jobs they will have after they get out of school.
6.	Only people who get good grades should go to college.
8.	Parents should tell their children what kind of work they should do.
9.	Going to high school will help me get a good job.
11.	Studying in school is important even if you do not go to college.

ELEMENTARY INSTRUMENT

Sex Stereotyping Cluster

Original Item #	Statement
4.	Boys are smarter than girls so they should get better paying jobs.
7.	Girls don't really want to work; they only want to earn extra money.
10.	Girls should be able to do whatever work they would like to do.
12.	Boys always go to work and girls always become mothers and keep house.
14.	Girls can become mothers and work outside of the home.

APPENDIX 5

Instrument Copies, Instructions, Cluster Item Indexes, and Item Means (Reported on Instrument Copies as $\overline{x}$ = . . .)

APPENDIX 5

INSTRUCTION SHEET AND INSTRUMENT COPIES

With

Item Means, $\overline{x}$,
Enclosed in Parentheses

INSTRUCTIONS

The sampling requirements from the Department's point of view are minimal. The statewide sample is for validation purposes and is intended to test the instruments, not the populations making the sample. You can, however, choose your respondents in such a way as to make some judgments about your immediate populations. You may wish to distribute more questionnaires than were sent. I will process any number of questionnaires returned from your school as long as the grade level separations are maintained. If you wish to make inferences about teachers and students, effect the most randomized or comprehensive sample you can.

There are four packages of questionnaires: one for teachers, one for sixth grade students, one for ninth grade students, and one for twelfth grade students.

Teachers

There are 45 questionnaires, distribute in about equal proportions, to sixth grade students, one for ninth grade students, and one for twelfth grade students.

Sixth Grade

There are 30 questionnaires. One classroom of students would suffice. Portions of all sixth grade classrooms would be best.

Ninth Grade

There are 30 questionnaires. One classroom of students would suffice. Portions of all ninth grade classrooms would be better. A random sample from all study halls or other large common classes would be best.

Twelfth Grade

Same as Ninth Grade.

Package the completed questionnaires into the same groups they came in. Return by mail.

NEBRASKA DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT

WINTER, 1977

STATE DEPARTMENT OF EDUCATION
301 CENTENNIAL MALL SOUTH
LINCOLN, NEBRASKA 68509

TEACHER

Nebraska Department of Education 72
STATE-WIDE NEEDS ASSESSMENT FOR CAREER EDUCATION

Directions: We need your help. The following questions will help us to determine your needs regarding career education. This process brings together the school and community by incorporating various career activities, which help students prepare for life outside the school. Please respond to these questions in light of your future involvement with a full career education program by circling the number which best describes your degree of need.

STATEMENT	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
In order to provide career education for students, I need:					
1. coordination of career education efforts within our school system.	5	4	3	2	1
2. a policy statement from the Board of Education supporting career education.	5	4	3	2	1
3. cooperation of teachers in integrating career education with the school curriculum.	5	4	3	2	1
4. adequate evaluation systems for career education efforts.	5	4	3	2	1
5. assistance in identifying school and community resources for career education.	5	4	3	2	1
6. a system for cataloguing, locating, and utilizing available career education resources.	5	4	3	2	1
7. planned conferences for administrators, teachers, and counselors to develop local career education materials.	5	4	3	2	1
8. released time for teachers, administrators, and counselors to develop local career education materials.	5	4	3	2	1
9. a local needs assessment for career education.	5	4	3	2	1
10. a local plan for career education.	5	4	3	2	1
11. communication and cooperation between school and community to facilitate career education.	5	4	3	2	1
12. inservice training for school staff concerning career education.	5	4	3	2	1
13. motivation to use career education strategies to improve guidance and instruction.	5	4	3	2	1

	STATEMENT	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14.	a program of "testing" to help students identify their interests and abilities.	5	4	3	2	1
15.	adequate communications between state agencies and local schools and communities.	5	4	3	2	1
16.	adequate communications between teacher and counselor training institutions and local school district.	5	4	3	2	1
17.	career education for all students, including those with special needs, those who will go on to a post-secondary education, and those who will seek immediate employment upon exit from school.	5	4	3	2	1
18.	a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement.	5	4	3	2	1
19.	suggestions and examples showing application of career education strategies in each subject area.	5	4	3	2	1
20.	opportunities for teachers of like grade level or discipline to share what they are doing in career education.	5	4	3	2	1
21.	follow-up activities to see where our students are 1 and 5 years after graduation.	5	4	3	2	1
22.	counselor support for career education efforts.	5	4	3	2	1
23.	administrative support for career education efforts.	5	4	3	2	1
24.	parent support for career education efforts.	5	4	3	2	1
25.	community support for career education efforts.	5	4	3	2	1

With which grade levels are you primarily involved?

1. 6th 3. 9th 5. 12th

Other needs, comments, suggestions, concerns about career education.

City:____________________________ School:____________________________

7-004

NEBRASKA DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT

WINTER, 1977

STATE DEPARTMENT OF EDUCATION
301 CENTENNIAL MALL SOUTH
LINCOLN, NEBRASKA 68509

SECONDARY

NEBRASKA DEPARTMENT OF EDUCATION
STATE-WIDE NEEDS ASSESSMENT
FOR CAREER EDUCATION

Directions: We need your help. The following questions will help us plan education courses which will be better for you. Career Education brings together the school and community in interesting work activities to help you get ready for the world outside of the school. Fill in the space for sex, then read each statement and circle the answer which best describes your need.

Male ______ Female ______

I need to:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. know what kinds of courses and training are available while I'm in school in addition to the school program.	5	4	3	2	1
2. know why people choose the jobs they have.	5	4	3	2	1
3. have time to think about who I am and what I would like to be.	5	4	3	2	1
4. know how to make decisions.	5	4	3	2	1
5. know what kinds of jobs are available locally.	5	4	3	2	1
6. know more information about military service.	5	4	3	2	1
7. know how to find information on careers.	5	4	3	2	1
8. be prepared for a job after finishing high school.	5	4	3	2	1
9. know what post high school training programs are available in Nebraska.	5	4	3	2	1
10. have help locating summer or after school work.	5	4	3	2	1
11. have more information about financing my education.	5	4	3	2	1
12. have help in planning for next years courses.	5	4	3	2	1
13. know what value my high school education will have for my future.	5	4	3	2	1
14. have on the job experiences to see what having a job is like.	5	4	3	2	1
15. talk to a knowledgeable person about the result of my interests and aptitudes.	5	4	3	2	1
16. know what kinds of life goals other people have.	5	4	3	2	1
17. know about jobs which match my special interests and aptitudes.	5	4	3	2	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
18. develop educational and vocational goals.	5	4	3	2	1
19. have more opportunities to practice my social skills.	5	4	3	2	1
SECTION II					
Please respond to the following statements regarding your ideas, current situation, etc. about education and work.	5	4	3	2	1
20. There isn't much to do to prepare for a job except to wait until the time comes.	5	4	3	2	1
21. All work which benefits the community should be regarded with dignity.	5	4	3	2	1
22. Most people keep the same job for most of their life.	5	4	3	2	1
23. Except for the money you get, jobs have little influence on your life.	5	4	3	2	1
24. I have a plan which will allow me to do what I want to do after high school.	5	4	3	2	1
25. There are a few jobs in my area which appeal to me.	5	4	3	2	1
26. I know what high school courses to take which will help me prepare for a specific job.	5	4	3	2	1
27. There is only one "right job" for each person.	5	4	3	2	1
28. I have spent a great deal of time thinking about what I plan to do after high school.	5	4	3	2	1
29. People do not like the jobs they have.	5	4	3	2	1
30. Housewives and mothers do not need any career training.	5	4	3	2	1

NEBRASKA DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT

WINTER, 1977

STATE DEPARTMENT OF EDUCATION
301 CENTENNIAL MALL SOUTH
LINCOLN, NEBRASKA 68509

ELEMENTARY

NEBRASKA DEPARTMENT OF EDUCATION
State-Wide Needs Assessment for Career Education

Directions: We need your help. The following questions will help us plan education courses which will be better for you. Career Education brings together the school and community in interesting work activities to help you get ready for the world outside of the school. Fill in the space for sex, then read each statement and circle your answer to each question.

Male ______ Female ______

	STATEMENT	AGREE	DON'T KNOW	DISAGREE
1.	Some people will never learn to do good work.	3	2	1
2.	People decide what kind of jobs they will have after they get out of school.	3	2	1
3.	If you like the work you do, your whole life is better.	3	2	1
4.	Boys are smarter than girls so they should get better paying jobs.	3	2	1
5.	A person can have interesting hobbies as a grown-up, even if their work is not exciting.	3	2	1
6.	Only people who get good grades should go to college.	3	2	1
7.	Girls don't really want to work; they only want to earn extra money.	3	2	1
8.	Parents should tell their children what kind of work they should do.	3	2	1
9.	Going to high school will help me get a good job.	3	2	1
10.	Girls should be able to do whatever work they would like to do.	3	2	1
11.	Studying in school is important even if you do not go to college.	3	2	1
12.	Boys always go to work and girls always become mothers and keep house.	3	2	1
13.	There are many kinds of work I could do as a grown-up that would interest me.	3	2	1
14.	Girls can become mothers and work outside of the home.	3	2	1

15. Write down what you would like to be when you are grown-up.

____

NEBRASKA DEPARTMENT OF EDUCATION
STATE-WIDE NEEDS ASSESSMENT
FOR CAREER EDUCATION

Elementary

	Statement	
1.	Some people will never learn to do good work.	($\bar{x}$ = 1.8)
2.	People decide what kind of jobs they will have after they get out of school.	($\bar{x}$ = 1.9)
3.	If you like the work you do, your whole life is better.	($\bar{x}$ = 2.6)
4.	Boys are smarter than girls so they should get better paying jobs.	($\bar{x}$ = 1.2)
5.	A person can have interesting hobbies as a grown-up, even if their work is not exciting.	($\bar{x}$ = 2.7)
6.	Only people who get good grades should go to college.	($\bar{x}$ = 1.3)
7.	Girls don't really want to work; they only want to earn extra money.	($\bar{x}$ = 1.3)
8.	Parents should tell their children what kind of work they should do.	($\bar{x}$ = 1.2)
9.	Going to high school will help me get a good job.	($\bar{x}$ = 2.8)
10.	Girls should be able to do whatever work they would like to do.	($\bar{x}$ = 2.6)
11.	Studying in school is important even if you do not go to college.	($\bar{x}$ = 2.9)
12.	Boys always go to work and girls always become mothers and keep house.	($\bar{x}$ = 1.2)
13.	There are many kinds of work I could do as a grown-up that would interest me.	($\bar{x}$ = 2.8)
14.	Girls can become mothers and work outside of the home.	($\bar{x}$ = 2.8)

NEBRASKA DEPARTMENT OF EDUCATION
STATE-WIDE NEEDS ASSESSMENT
FOR CAREER EDUCATION

Junior High

I need to:

	Statement	Mean
1.	know what kinds of courses and training are available while I'm in school, in addition to the school program.	$(\bar{x} = 4.2)$
2.	know why people choose the jobs they have.	$(\bar{x} = 3.4)$
3.	have time to think about who I am and what I would like to be.	$(\bar{x} = 4.1)$
4.	know how to make decisions.	$(\bar{x} = 4.1)$
5.	know what kinds of jobs are available locally.	$(\bar{x} = 4.0)$
6.	know more information about military service.	$(\bar{x} = 2.6)$
7.	know how to find information on careers.	$(\bar{x} = 4.1)$
8.	be prepared for a job after finishing high school.	$(\bar{x} = 4.1)$
9.	know what post high school training programs are available in Nebraska.	$(\bar{x} = 3.7)$
10.	have help locating summer or after school work.	$(\bar{x} = 3.5)$
11.	have more information about financing my education.	$(\bar{x} = 3.9)$
12.	have help in planning for next years courses.	$(\bar{x} = 3.6)$
13.	know what value my high school education will have for my future.	$(\bar{x} = 4.3)$
14.	have on-the-job experiences to see what having a job is like.	$(\bar{x} = 4.0)$
15.	talk to a knowledgeable person about the result of my interests and aptitudes.	$(\bar{x} = 3.8)$
16.	know what kinds of life goals other people have.	$(\bar{x} = 2.9)$
17.	know about jobs which match my special interests and aptitudes.	$(\bar{x} = 4.4)$
18.	develop educational and vocational goals.	$(\bar{x} = 3.9)$
19.	have more opportunities to practice my social skills.	$(\bar{x} = 3.9)$

SECTION II

Please respond to the following statements regarding your ideas, current situation, etc. about education and work.

20. There isn't much to do to prepare for a job except to wait until the time comes. ($\overline{x}$ = 3.0)

21. All work which benefits the community should be regarded with dignity. ($\overline{x}$ = 2.2)

22. Most people keep the same job for most of their life. ($\overline{x}$ = 3.6)

23. Except for the money you get, jobs have little influence on your life. ($\overline{x}$ = 2.9)

24. I have a plan which will allow me to do what I want to do after high school. ($\overline{x}$ = 1.9)

25. There are a few jobs in my area which appeal to me. ($\overline{x}$ = 3.0)

26. I know what high school courses to take which will help me prepare for a specific job. ($\overline{x}$ = 3.1)

27. There is only one "right job" for each person. ($\overline{x}$ = 3.0)

28. I have spent a great deal of time thinking about what I plan to do after high school. ($\overline{x}$ = 2.5)

29. People do not like the jobs they have. ($\overline{x}$ = 3.4)

30. Housewives and mothers do not need any career training. ($\overline{x}$ = 2.2)

NEBRASKA DEPARTMENT OF EDUCATION
STATE-WIDE NEEDS ASSESSMENT
FOR CAREER EDUCATION

Senior High

Statement	Mean
I need to:	
1. know what kinds of courses and training are available while I'm in school, in addition to the school program.	$(\bar{x} = 4.1)$
2. know why people choose the jobs they have.	$(\bar{x} = 3.4)$
3. have time to think about who I am and what I would like to be.	$(\bar{x} = 4.2)$
4. know how to make decisions.	$(\bar{x} = 4.0)$
5. know what kinds of jobs are available locally.	$(\bar{x} = 4.0)$
6. know more information about military service.	$(\bar{x} = 2.5)$
7. know how to find information on careers.	$(\bar{x} = 3.9)$
8. be prepared for a job after finishing high school.	$(\bar{x} = 4.0)$
9. know what post high school training programs are available in Nebraska.	$(\bar{x} = 3.6)$
10. have help locating summer or after school work.	$(\bar{x} = 3.5)$
11. have more information about financing my education.	$(\bar{x} = 3.7)$
12. have help in planning for next years courses.	$(\bar{x} = 3.4)$
13. know what value my high school education will have for my future.	$(\bar{x} = 4.0)$
14. have on-the-job experiences to see what having a job is like.	$(\bar{x} = 3.9)$
15. talk to a knowledgeable person about the result of my interests and aptitudes.	$(\bar{x} = 3.8)$
16. know what kinds of life goals other people have.	$(\bar{x} = 3.0)$
17. know about jobs which match my special interests and aptitudes.	$(\bar{x} = 4.2)$
18. develop educational and vocational goals.	$(\bar{x} = 3.8)$
19. have more opportunities to practice my social skills.	$(\bar{x} = 3.7)$

SECTION II

Please respond to the following statements regarding your ideas, current situation, etc. about education and work.

20. There isn't much to do to prepare for a job except to wait until the time comes. ($\bar{x}$ = 3.0)

21. All work which benefits the community should be regarded with dignity. ($\bar{x}$ = 2.2)

22. Most people keep the same job for most of their life. ($\bar{x}$ = 3.5)

23. Except for the money you get, jobs have little influence on your life. ($\bar{x}$ = 2.5)

24. I have a plan which will allow me to do what I want to do after high school. ($\bar{x}$ = 1.7)

25. There are a few jobs in my area which appeal to me. ($\bar{x}$ = 3.2)

26. I know what high school courses to take which will help me prepare for a specific job. ($\bar{x}$ = 3.1)

27. There is only one "right job" for each person. ($\bar{x}$ = 3.1)

28. I have spent a great deal of time thinking about what I plan to do after high school. ($\bar{x}$ = 2.2)

29. People do not like the jobs they have. ($\bar{x}$ = 3.8)

30. Housewives and mothers do not need any career training. ($\bar{x}$ = 2.6)

NEBRASKA DEPARTMENT OF EDUCATION
STATE-WIDE NEEDS ASSESSMENT
FOR CAREER EDUCATION

Teacher

In order to provide career education for students, I need:

	Statement	Mean
1.	coordination of career education efforts within our school system.	($\overline{x}$ = 4.1)
2.	a policy statement from the Board of Education supporting career education.	($\overline{x}$ = 3.7)
3.	cooperation of teachers in integrating career education with the school curriculum.	($\overline{x}$ = 4.1)
4.	adequate evaluation systems for career education efforts.	($\overline{x}$ = 3.9)
5.	assistance in identifying school and community resources for career education.	($\overline{x}$ = 4.0)
6.	a system for cataloguing, locating, and utilizing available career education resources.	($\overline{x}$ = 4.1)
7.	planned conferences for administrators, teachers, and counselors to develop local career education materials.	($\overline{x}$ = 3.8)
8.	released time for teacher, administrators, and counselors to develop local career education materials.	($\overline{x}$ = 3.7)
9.	a local needs assessment for career education.	($\overline{x}$ = 3.8)
10.	a local plan for career education.	($\overline{x}$ = 4.0)
11.	communication and cooperation between school and community to facilitate career education.	($\overline{x}$ = 4.2)
12.	inservice training for school staff concerning career education.	($\overline{x}$ = 3.8)
13.	motivation to use career education strategies to improve guidance and instruction.	($\overline{x}$ = 3.8)
14.	a program of "testing" to help students identify their interests and abilities.	($\overline{x}$ = 3.8)
15.	adequate communications between state agencies and local schools and communities.	($\overline{x}$ = 3.8)
16.	adequate communications between teacher and counselor training institutions and local school district.	($\overline{x}$ = 3.8)
17.	career education for all students, including those with special needs, those who will go on to a post secondary education, and those who will seek immediate employment upon exit from school.	($\overline{x}$ = 4.0)

18. a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement. $(\bar{x} = 3.2)$

19. suggestions and examples showing application of career education strategies in each subject area. $(\bar{x} = 4.0)$

20. opportunities for teachers of like grade level or discipline to share what they are doing in career education. $(\bar{x} = 3.9)$

21. follow-up activities to see where our students are 1 and 5 years after graduation. $(\bar{x} = 3.8)$

22. counselor support for career education efforts. $(\bar{x} = 4.0)$

23. administrative support for career education efforts. $(\bar{x} = 4.1)$

24. parent support for career education efforts. $(\bar{x} = 4.2)$

25. community support for career education efforts. $(\bar{x} = 4.1)$

APPENDIX C

PROGRAM INVENTORY

THE 1976-77 NEBRASKA
CAREER EDUCATION
NEEDS ASSESSMENT

Program Inventory Report

by

Dale Kennedy
Jenne Garvey
Thomas Scherer

The Nebraska Department
of
Education

June, 1977

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INTRODUCTION

When the Career Education planning unit of the Nebraska Department of Education began operation in September, 1976, there was no information available on the extent of interest in career education by Nebraska public school districts or the number of districts already involved in planning and implementing career education, nor any information on the characteristics of those activities already initiated.

In order to quickly determine the extent of interest and involvement in career education by districts across the state, 359 K-12 and 7-12 districts were sent a letter and a self-addressed postcard requesting information on this area. The survey was conducted and the results were compiled November, 1976. The postcards were coded as to location and each listed three levels of interest in career education. Two hundred and fifty-nine postcards were returned, a return rate of 72%. (See Appendix A)

Twenty-four (7%) districts responded, indicated no interest; 203 (55%) replied as interested, although they had no program or planning activities. Fifty-nine (16%) indicated that they had programs or planning activities operating. Information on the Class I districts, K-6 or K-8, was obtained by surveying the county superintendents attending the fall meeting of county superintendents on the same three choices. Thirty-three out of 92 superintendents were in attendance. Twenty-five (76%) indicated interest; 6 (18%) indicated involvement.

The high interest percentages suggest considerable growth potential, with an approximate 3.44% involvement in the K-12 and 7-12 districts (203 interested divided by 59 involved). This percentage is an estimate of the potential growth for the near future. The actual increases over time will be less, depending on whether interests are sustained or passing.

A national survey conducted in 1974-75 by the America Institutes for Research on the status of career education in the public schools, found that in formal career education about one third (33%) of the nation's school districts had formal career education policies. Allowing that the initiation of program and planning activities denotes some "formal" policy, even if not written down, about 15% of Nebraska's K-12 and 7-12 districts have formal positions on career education, about half of the national statistic of 33%.

In February, 1977, each of the 59 school districts indicating career education activities was sent a program inventory--a checklist of items pertaining to possible characteristics such a program might actually possess. The inventory covered such areas as staffing, staff training, management techniques, budget information, future plans and needs, and community involvement activities. Most of the questions were posed in "yes-no" format. (The questionnaire is contained in Appendix B.) Thirty-four districts had returned the questionnaire by the first week in March, a return rate of 63%. The data analysis was completed and results available by the end of March.

The inventory was developed by the NDE career education planning unit on the basis of their experience and knowledge of educational programs in general and of career education activities and models in particular. Much of its phraselogy is indigenous to the State, since the local development process was one of the key principles underlying the conduct of this 1976-77 Nebraska Career Education Needs Assessment.

METHODS OF DATA ANALYSIS

Each district returning the program inventory supplied information on numerous characteristics of their career education operations. Each record of such information was considered as a case. Some of the information was a fixed response, that is, a "yes" or a "no" was checked. Other information was numerical, such as expenditure amount, number of staff, etc. There were four open-ended questions as well.

This basic data was handled by conventional statistical analysis. The fixed responses were tabulated into frequency distribution from which percentages could be computed. The numerical data was described by the elementary statistics of central tendency and variance, i.e. means. The open-ended responses were reviewed and classified into general categories on the basis of literal identity, i.e., exactly the same words were used by two or more reporting districts, and topical similarity. Numerous districts indicated future plans to expand the curricular offerings of career education in their district, but the wording differed, or specific kind of expansion varied. The percentages of cases falling into the several general categories were then computed.

The percentages obtained in the conventional analysis are all logically independent. The frequency data for each attribute from which the percentages are computed is tabulated without any reference to response patterns of other attributes. The fact that some tables of findings have percentages totaling over 100% further points out the logical independence among the percentage computations -- i.e., "mark all that apply." In short, there are no qualifying conditions.

In a conventional analysis, any reporting district checking "yes" to having an elementary level program will be counted and figured into the percentage indicating how many districts have implemented components of career education at the elementary level, K-6 or K-8. But, one could also ask how many districts have components located at the elementary levels *only*, that is, checking "yes" to the elementary level and "no" to the junior high and senior high levels. With a computer language such as FORTRAN, it is possible to formulate statements that will select and count only those cases which report in the same way on each of several characteristics logically combined. For instance, one could ask how many cases report implementation at the senior high level alone *and* use the infusion method of implementation, i.e., short career education modules dispersed throughout the curriculum. Only cases which mark "yes" to the senior high level and the infusion method, and "no" to the elementary and junior high levels would be counted. If this actual number is divided by the number of cases reporting senior high implementation only, one finds that 25% of these cases are using the infusion method in some way. The percentages computed in this manner are conditional, that is, dependent upon a set of limiting or qualifying conditions, and are useful in answering questions of special interest. The tables of findings which report percentages obtained by such conditional analysis will be subtitled "Conditional" in order to distinguish them from the tables reporting results obtained through the conventional analysis.

FINDINGS

The results reported on the following sections are presented in brief format. The commentary accompanying each table of findings is also restrained. Basically, the statistics speak for themselves.

The principle object of these reports of findings to follow is the clear presentation of the facts obtained from the analysis of the program inventory returns. The task of full interpretation falls primarily with those most knowledgeable of career education's concepts, problems, issues, and concerns.

FUTURE PLANS AND NEED

The inventory form provided the respondents with opportunity to write out in their own words their future plans and their future needs, with regard to their career education activities. Sixty-two percent of the cases reported future plans; 82% reported future needs. Since needs and plans tend to complement each other, the findings of both are presented together in Tables 1 and 2. The written answers were classified according to general topical similarity. In some cases, subgroupings within each topical area are denoted. Further breakdowns of some of the subgroupings are given in parenthesis after the subgroupings to which they pertain.

TABLE 1

Future Plans

N=34

Topical Area No. 30	Number of Cases in Subgrouping	% of Program Reporting
Curriculum Expansion		41%
1. Elementary	2	
2. Junior High	2	
(Lifeskills, Interest Inventory, Value Studies)		
3. K-12	1	
4. Community Involvement Activities	9	
(Field Trips (3), Community Advisory Group, Career Night, Trade School Mini-Courses, Interviews with Workers, Mini-Work Experiences, On-the-Job Training)		
Development Work		11%
Provisions for more Career Information to Students		5%

TABLE 2

Future Needs

N=34

Topical Area No. 31	Number of Cases for Subgroupings	% of Programs Reporting
Expansion into Other Grade Levels		23%
1. Elementary	2	
2. Senior High	1	
3. Junior and Senior High	1	
4. K-12	3	
Information		26%
1. Materials	2	
2. Financial	2	
3. Awareness of Other Career Education Programs	2	
4. Career Opportunities	1	
5. Sex Stereotyping	1	
Placement		11%
1. Agri-Business	2	
Staff Development		11%
Select Coordinators		8%
Needs Assessment		8%
Practical Curriculum		5%

Expansion of career education learning opportunities is cited in some strength as both a need and as a plan. A large portion of the expansion is stated for community involvement activities. There is a pronounced need for diversified information on career education.

INTEREST INVENTORIES AND APTITUDE TESTS

The districts surveyed were asked to write down the names of interest inventories and aptitude test batteries used in student and career guidance. Tables 3 and 4 report these results. Tests or inventories mentioned only once are grouped together for computation of a percentage and listed singly under the heading, "Individual Tests."

TABLE 3

Interest Inventories
N=34

Inventory No. 23	% of Programs Using
Some Form of the Kuder	47%
Strong Vocational Interest Blank	18%
Ohio Vocational Interest Inventory	5%
Picture Interest Exploration Survey	5%

Individual Tests

1. Career Assessment Inventory
2. California Occupational Preference Survey
3. Career Development Service
4. Career Guidance - Education Guidance, Inc.
5. Educational Interest Inventory - Educational Guidance, Inc.
6. Self-Directed Search - Holland

TABLE 4

Aptitude Tests

N=34

Test No. 24	% of Programs Using
Armed Services Vocational Aptitude Battery	41%
General Aptitude Test Battery	20%
Differentiation Aptitude Test	8%
S.R.A. Assessment	11%
I.T.E.D.	8%
Individual Tests	17%
1. Career Planning Program - Houghton-Miflin	
2. N.C.D.T.	
3. P.S.A.T.	
4. S.T.E.A.	
5. A.C.T.	

The most frequently cited instruments of both sorts are known and well constructed. Many of the infrequently cited instruments are recent, but these are more likely to report out results that fit better the categories used by contemporary career education.

POLICY AND MANAGEMENT

Each district was asked to indicate the extent of their career education activities. Eight components of planning were checked "yes" if they were followed and "no" if they were not followed. Table 5 lists the components and reports the results.

TABLE 5

COMPONENTS OF CAREER EDUCATION PLANNING
N=34

	COMPONENTS Questions 1-8	PERCENTAGE OF CASE MARKING "YES"
1.	Board Approved Policy for Career Education	29%
2.	Locally Administered Needs Assessment	38%
3.	Written Goals and Objectives	56%
4.	Community Advisory Group	29%
5.	Coordinator	62%
6.	Curriculum Committees Developing Career Education Units	32%
7.	Placement Programs	32%
8.	Evaluation Design	26%

Written goals and objectives and a Coordinator were the only components followed by a majority of the reporting cases. Only about a third of the cases followed any of the other components.

Of the districts which have career education activities, it is clear that the scope and scale of these activities are in the beginning stages of development. This conclusion can also be established by using the conditional analysis involving logical combinations.

One can follow the management components in a variety of sequences, but a number of components naturally precede others. For instance, a needs assessment should precede an evaluation design. The eight components were grouped into three stages -- early, intermediate, and full -- each wholly including the stage preceding it. The stages were developed as follows.

Given the high percentages obtained for written goals and objectives and coordinators, one can reasonably predict that if those two components were combined to the exclusion of all others, a high percentage of reporting cases will have marked "yes" to both of these. The early stage of development, therefore, was defined otherwise since the objective was to find out new information. To be counted as a case in the early stage, the reporting case had to have marked "yes" to a board approved policy and coordinator. What other components that they had, had no bearing on the count. To be counted as a case in the intermediate stage, the reporting case had to have marked both early stage components and have marked "yes" to a needs assessment, written goals and objectives, and a community advisory group. To be counted as a case in the full stage, all components had to have been marked "yes". Table 6 reports the percentages of cases falling into any of the three stages.

TABLE 6

STAGE OF DEVELOPMENT
N=34

STAGE		PERCENT
Early	= Reported both Board approved policy and a coordinator	21%
Intermediate	= Board approved policy, coordinator, needs assessment, written goals and objectives, and community advisory group.	9%
Full	= All characteristics	6%

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In terms of these defined stages, few reporting districts are even in the early stages. Cases having reached the later stages are rare. The other 64% of the reporting cases are mixing the components into different sequence. Apparently much of the activity is preparatory to formal board action. Nearly two-thirds of the districts reported career education activities and these districts will be making these decisions later.

FINANCING

Responding districts were asked to provide information on four budget categories representing areas of expenditure and on three categories of funding sources. They could simply indicate a source or an expenditure area and they could specify amounts. Table 7 reports these results.

TABLE 7

BUDGETARY INFORMATION

N=34

Budget Category Questions 12-19	Average Amount for Districts Reporting Amounts	Percent Reporting Expenditures or Sources
12. Materials	$ 350	65%
13. Staff	2,983	53%
14. Staff Development	950	24%
15. Curriculum Development	2,000	29%
17. Local Funds	492	21%
18. State Funds	2,628	47%
19. Federal Funds	50	18%
AVERAGE BUDGET REPORTED:	$2,693	

Note 1. Three districts with very high funding levels, averaging total allocations of $86,373 were removed before averaging the amounts reported for each category because of the extreme distortion they create in the mean statistic.

Note 2. Sixty-two percent of responding districts reported some budget category.

Infrequent and low funding levels from local sources occur in districts where no formal board action was taken. Although a majority are providing staff and are acquiring materials, less than half of these have passed the resource identification and review stage into development work.

STAFFING

The districts surveyed were asked to provide information on the number of staff involved in their career education activities from any of three kinds of background experiences -- administrative, counseling, teaching. They were also asked to estimate the average amount of time these persons devote to career education activities reported in Full Time Equivalency Units, F.T.E.'s. The background of the coordinators was also reported, again in the three categories of administration, counseling and teaching. These results are reported in Table 8.

TABLE 8

STAFF CHARACTERISTICS

Staff Preparation No. 21	Total Number of Staff Involved	Coordinators Having Such Background	Mean F.T.E.
Administrators	34	21%	.25
Counselors	82	68%	.97
Teachers	156	53%	1.15

Note The mean F.T.E. reported is the average F.T.E. for each staff type for each district reporting involvement of such staff type.

Most coordinators have backgrounds as counselors or teachers. About 30% of the coordinators have prior experience in more than one of the background areas.

Of the total staff involved in the career education activities, most are teachers, with half again as many being counselors. These two staffing positions spend the most time in such activities.

Since the mean F.T.E. for counselors and teachers are near one full-time position, 1.00, probably all of the districts reporting in have assigned at

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least one person with full-time responsibilities in career education. This is not consistent with average expenditures for staffing reported with the financial data. The average $2,983 amount is more like a .33 F.T.E. The discrepency is probably due to the involved questions concerning staffing.

The districts were also asked to indicate the methods by which their staff received training in career education. These results are reported in Table 9.

TABLE 9

METHOD OF STAFF TRAINING

METHOD OF TRAINING No. 22	PERCENT OF ALL STAFF REPORTED
Inservice Consultants	67%
Workshops	71%
Out-of-State Conferences	16%
In-State Conferences	41%
Graduate Courses	17%
Undergraduate Courses	4%

Note Percentage total more than 100% due to the fact that some districts used more than one method of staff training.

Inservicing and workshops are the predominant methods of staff training and likely methods for future delivery.

Little formal educational training in career education has occurred.

COMMUNITY INVOLVEMENT ACTIVITIES

Six types of community involvement activities were listed on the inventory, apart from the community advisory group activity. Each of the six activities involved the use of community resources in the actual formation of student learning opportunities. The districts surveyed were asked to indicate those activities which took place in their district by writing down the number of times that activity took place during the academic year to date (March, 1977). These results are reported in Table 10.

TABLE 10

COMMUNITY INVOLVEMENT ACTIVITIES

N=34

Type of Activity No. 25	Percent of Programs Reporting	Proportion of Activity to Instances of all Activities
a. Guest Speakers from Various Occupations	71%	.28
b. Field Trips to Business and Industrial Occupations	62%	.18
c. Interview with Workers	47%	.23
d. On-Site Work Observations	35%	.15
e. Mini-Work Experiences	26%	.09
f. Student Cooperative Community Work Projects	29%	.08

Note Respondents reported the number of activities conducted within each activity type. These numbers were summed and used as the basis of the proportions in the right-hand column.

Activities in which student's role is mainly to see, listen and question (a, b, c, d) are the predominant kinds of community involvement activities occurring as a part of career education in Nebraska. Actual work experience, mini-work on cooperative projects (e, f) are infrequent.

CURRICULUM

The districts surveyed were asked to provide information on their review of curriculum materials, their method of implementation, and grade levels at which the implementation has taken place. Table 11 reports the results on implementation; Table 12 reports the results with regard to the materials review; and Table 13 reports the results on the location of the implementation.

TABLE 11

METHOD OF IMPLEMENTATION

N=34

Item No. 26, 27		Percentage Marking "Yes"
26.	a) Implementation by Infusion	59%
	b) Implementation by Specific Courses	65%
	c) Not Offered	68%
27.	Career Decision-Making Skills Specifically Taught	12%

Program implementation frequently occurs as either infusion or as a specific course. Apparently considerable emphasis is given to teaching career decision-making skills. Since only 29% of the cases report formally approved board policy, many of the respondents are probably only indicating how they intend to implement career education learning opportunities.

TABLE 12

MATERIALS REVIEW

N=34

Item No. 28, 29	Percentage Marking "Yes"
28. Published Curriculum Materials Under Review	74%
29. Additional Curriculum Materials Under Review	65%

Perhaps as many as one-fourth of the reporting districts have yet to review curriculum materials. There are a considerable amount of unpublished materials available.

TABLE 13

LEVEL OF IMPLEMENTATION

N=34

Level	Percentage Reporting
9. Elementary (K-6)	44%
10. Junior High (7-9)	53%
11. Senior High (10-12)	74%

The figures in Table 13 indicate that implementation has occurred at the specified level. Implementation is most frequently located at the Senior High level. It does not indicate if it is only implemented at that level, or if it is implemented in conjunction with implementation at other levels. The results of an analysis of the logical combinations of program locations are given in Table 14.

TABLE 14

LEVEL OF IMPLEMENTATION BY LOGICAL COMBINATION

N=34

Level	Percentage	Number of Schools
Elementary Only	3%	1
Junior High Only	6%	2
Senior High Only	24%	8
Elementary and Junior High Only	3%	1
Elementary and Senior High Only	6%	2
Junior High and Senior High Only	12%	4
K-12	32%	11

Very little implementation is occurring at the elementary and junior high levels only. About one-third of the cases have implemented within the 7-12 grade range. Another third have full K-12 implementation. The secondary levels are apparently the first area of implementation, with the expansion into the elementary levels coming later. Forty-one percent have mentioned plans to expand the learning opportunities in the near future; much of this expansion will likely be into the lower grade levels.

SPECIAL QUESTIONS

The next three tables report on methods and levels of staff training, methods of implementation and community involvement. The rows of these tables are the special characteristics which are logically combined with the columns which represent the grade range levels. The numbers in the cells are the percentages of cases falling in a particular grade level range, also having the special characteristics. The percentages are based upon the total number of cases counted in a given grade level range (column) and not 34, which has been the basis of the previous percentages. The percentage in the cell times the number of cases, N, in the column of that cell, yields the number of schools having that special characteristic and also falling within a given range grade of levels.

TABLE 15

STAFF TRAINING METHOD
BY GRADE LEVEL RANGE

	Grade Level Ranges						
Method	K-6, N=1	7-9, N=2	10-12, N=8	K-9, N=1	K-6 and 10-12, N=2	7-12, N=4	K-12, N=11
Workshop	100%	50%	50%	100%	50%	75%	64%
Inservice Consultants	100%	50%	0	0	50%	50%	64%

Both methods are frequently and equally employed.

TABLE 16

METHOD OF IMPLEMENTATION BY GRADE LEVEL RANGES

	Grade Level Ranges						
Method	K-6, N=1	7-9, N=2	10-12, N=8	K-9, N=1	K-6 and 10-12, N=2	7-12, N=4	K-12, N=11
9. Infusion	100%	50%	25%	0	50%	50%	82%
6. Specific Courses	0	100%	88%	100%	100%	50%	64%

Cases in the 7-12 and K-12 range make considerable use of both methods. Cases in the 9-12 range only rely mostly on specific courses.

TABLE 17

COMMUNITY INVOLVEMENT ACTIVITIES BY GRADE LEVEL RANGES

Combination of Activities	Grade Level Ranges						
	K-6, N=1	7-9, N=2	10-12, N=8	K-9, N=1	K-6 and 10-12, N=2	7-12, N=4	K-12, N=11
I. Guest speakers and field trips	0	50%	75%	100%	0	50%	64%
II. On-site observation, interviews, guest speakers, and field trips	0	0	15%	0	0	50%	45%
III. Student cooperative, mini-work experiences, on-site observation, interviews, guest speakers, and field trips	0	0	0	0	0	25%	18%

Again, the emphasis on student learning opportunities which require the student to mostly look and listen is apparent. Combinations I and II are fairly common, but Combination III, which adds the actual work experience activities, occurs only three times; three districts at the secondary levels where the emphasis will be more on exhibiting entry level occupational skills and work environments outside the school. Exploration of the intrinsic values of work and labor are probably less emphasized. Child labor laws probably make early mini-work experiences too legally ambiguous to undertake.

GENERAL POINTS AND RECOMMENDATIONS

This section will draw together several lines of particular findings in discussion style. Specific recommendations will be marked from the body of the manuscript as quotations.

There are several facts which indicate a considerable increase in career education activities in Nebraska. One, the level of activity in Nebraska is about half of what the national level of activity was two years ago. It can be expected to double in the short term. Two, 40% of the districts which have already initiated career education activities plan to expand their curricular offerings in career education. Three, that activity which is already underway, falls in the early stage of planning and programming development work. Two factors stand against this increase. One, most of the funds supporting the career education activities are allocated by the state. Increasing the level of local funding significantly will be a major step. Two, even among those districts reporting activity, a majority have yet to have formal board consideration.

> "Methods and techniques of reallocating financial and material resources should be disseminated to simplify the resource management problem of development and implementation work."

> "More districts need to bring career education before boards for deliberation. Guidelines for preparing for such deliberations could be helpful, i.e., what to include in a presentation."

The districts reporting also indicated a continued need for a wide variety of information on career education. The high number of interested districts are obviously ready for an extensive dissemination of information.

> "A Handbook on Career Education, containing a number of Career Education Planning Unit papers, summarizing other information, and referencing other resources should be developed and disseminated."

The implementation trend is to begin in the secondary grade levels. Much of the planned expansion, therefore, will come at the elementary levels since the predominant location of curricular offering is now the secondary grade levels. The infusion method is critical to implementation at the elementary level.

> "Specific sections of the Handbook should deal with detailing infusion methods."

> "Infusion methods should be a topic for the next statewide conference."

The next points are not as major as the previous. First, since many of the persons becoming coordinators of career education activities are teachers and because career education is heavily dependent on the theory and practice of counseling, counseling training appropriate to career education would help improve the competence of teachers as they incorporate career education activities.

> "The role of counseling in career education, in basic terms, should be covered in the Handbook and covered at the next statewide conference."

Second, since most of the interest and aptitude assessment batteries currently used were developed before career education as a concept was originated, dissemination of information or more recent instruments incorporating career education concepts would be useful.

> "Develop an annotated bibliography of such instruments."

Third, actual work experience, even for its intrinsic values, is the culminating component of community-based student learning opportunities. These kinds of learning opportunities are rare in Nebraska.

> "Techniques, processes, and the justification of actual work experience should be disseminated."

REFERENCE NOTES

A McLaughlin, Donald. Career Education in the Public Schools, 1974-75: A National Survey. Palo Alto, California: American Institutes for Research, 1976.

APPENDIX A

Letter to County Superintendents
and Postcard Regarding
Level of Interest on Career
Education

We will assist the State Department in surveying the status of Career Education in Nebraska as a part of the State Plan for future development.

___1. We do not have a career education program and are not interested in participating at this time.

___2. We do not have a career education program, but are interested in learning more about developing a Career Education Program.

___3. We do have a career education program & you should contact __________________________ for more information about our program.

Please return this postcard by December 17.

[redacted]: 394

NEBRASKA
DEPARTMENT OF EDUCATION
233 SOUTH 10th STREET, LINCOLN, NEBRASKA 68508
TELEPHONE (402) 471-2295

M. Anne Campbell
Commissioner

December 13, 1976

Dear Sir:

There has been a great deal of interest in Career Education developing in the last five years. Some schools in Nebraska have involved themselves in creating appropriate curricula and activities related to Career Education.

The U.S. Office of Education has provided the State Department of Education with funds to develop a State Plan for Career Education. As we develop this plan we need to determine where career education programs are operating and to determine the needs of school districts regarding their participation in career education.

Our first step is to survey schools in the state to determine their level of involvement in Career Education. On the enclosed postcard there are three choices indicated.

By checking number 1, you are indicating that you do not have a career education program and are not interested in participating at this time.

By checking number 2, you are indicating that you do not have a career education program, but ARE interested in more information about developing such a program.

By checking number 3, you are indicating that you DO HAVE a career education program. Please list the name of the person on the postcard who we may contact to gain more information about your career education program.

STATE
BOARD OF
EDUCATION

R. Jerry Hargitt, President
[illegible]
Walter L. Moller
[illegible]
Harold D. Peterson
[illegible]
Willard H. Waldo, Vice-President
DeWitt, Nebraska 68341
Dorothy Church
[illegible]
Hastings, Nebraska
Frank E. Landis
[illegible]
Lincoln, Nebraska
Margaret Lockwood
[illegible]

When the data has been compiled, the results will be incorporated into the State Plan. This State Plan will then be disseminated to administrators throughout the state.

Please complete the enclosed postcard and return by December 17.

Sincerely,

Jenne Garvey
JENNE GARVEY
Career Education Consultant

Tom Scherer
TOM SCHERER
Career Education Consultant

rr

Enclosure

APPENDIX ~~B~~ C

Program Inventory

NEBRASKA CAREER EDUCATION
PROGRAM INVENTORY

I. Policy & Management

The following are components of a Career Education Program.
DO YOU HAVE:

	YES	NO	Approx. Amt.
1. a Board approved policy for Career Education?			
2. a locally administered needs assessment?			
3. written goals and objectives?			
4. a community advisory group?			
5. a coordinator?			
6. curriculum committees developing Career Education units?			
7. a placement program?			
8. an evaluation design for the program?			
9. an elementary Career Education Program?			
10. a Junior High Career Education Program?			
11. a Senior High Career Education Program?			
12. money allocated for materials?			
13. money allocated for staff?			
14. money allocated for staff development?			
15. money allocated for curriculum development?			
16. money allocated for evaluation development?			
17. money allocated from state funds?			
18. money allocated from local funds?			
19. money allocated from federal funds?			

II. Staffing

20. What is the previous preparation of the coordinator/director?

Classroom ____
Counselor ____
Administration ____
Other (specify) ____
Non-applicable ____

21. Estimate the number and percent of time of your staff members directly involved in Career Education.

	Number	%
Administrators	____	____
Counselors	____	____
Teachers	____	____

22. Indicate the number of staff who have received training by:

Inservice Consultants ____
Conferences Out-of-State ____
Graduate Courses ____
Workshops ____
Conferences In-State ____
Undergraduate Courses ____

III. Guidance and Counseling

23. Please indicate names of interest inventories administered. (Specify copyright date)

a. ____________________

b. ____________________

c. ____________________

24. Please indicate the names of aptitude tests administered. (Specify copyright date)

a. ____________________

b. ____________________

c. ____________________

IV. Community Involvement

25. Please indicate the number of activities per semester.

a. Guest speakers from various occupations ____
b. Field trips to business and industrial operations ____
c. Interviews with workers ____
d. On-site work observation ____
e. Mini-work experiences ____
f. Student Cooperative Community Work Projects ____

V. Curriculum and Development

The following items relate to curriculum and planning.

26. Is your career education program implemented by

	Yes	No
a. infused curriculum	____	____
b. specific courses	____	____
c. not offered	____	____
27. Is there a specific place in the curriculum where career decision-making skills are taught?	____	____
28. Are there published curriculum materials which have been developed being reviewed for use?	____	____
29. Are additional curriculum materials which have been developed being reviewed for use?	____	____

VI. History and Future Needs

30. Please identify the major activities which you are planning to add to Career Education for next year.

1. ______________________________
2. ______________________________
3. ______________________________

31. Please identify your local perceived needs for Career Education during the next 3-5 years.

____

____

____

32. Do you have any recommendations for career education which would help others in implementing their programs?

____

____

____

____

____

APPENDIX D

PHILOSOPHIC INVENTORY
SCALE

1976-77 Career Education Needs Assessment

REPORT ON REGIONAL PLANNING COMMITTEE SURVEY

The Career Education Needs Assessment Design, approved by the MIS Committee, January, 1977, set as an objective: the assessment of the receptivity of the Nebraska citizenry to Career Education.

METHOD

Assessments of whole communities are impractical. The Regional Career Education Planning Committees, however, presented an accessible sample. Those individuals serving on the committee volunteered their participation on the Planning Committee and are predominantly educators in some capacity. It is reasonable to assume that most of these individuals have some affinity to the intents and purposes of career education. Should these individuals as a group show a strong common characteristic, that characteristic would likely be an indicator of receptivity to career education concepts.

One mark of receptivity to new educational ideas is the nature of one's philosophy of education can be broken into a series of beliefs about education and the school. An inventory of a variety of such beliefs was developed and administered to the sample. Each individual was asked to select only those beliefs which they felt fairly represented their own beliefs. Any belief, or set of beliefs, that was frequently selected would represent a common characteristic of the group.

The beliefs stated on the inventory concerned the school, its purpose in society, what should be taught, how it should be taught and how the student's progress is to be judged. Twenty of these beliefs, stated as single propositions, were listed on a single page. The individuals were asked to select up to six of these statements which they felt satisfactorily represented their beliefs.

Ten of the propositions stated beliefs usually associated with the conservative viewpoint in education. The remaining ten propositions stated beliefs constant with the liberal viewpoint. Each group of ten statements is listed on separate attached sheets along with the percent of the sample selecting each statements.

Each proposition is stated in the affirmative and represents its respective viewpoint without being slanted. The elaboration of these beliefs can be found in a work by Adrian M. Dupuis, Philosophy of Education in Historical Perspective, which traces each viewpoint over a 2,000 year history.

SCORING

Each conservative proposition selected was scored one point; each liberal proposition selected was scored two points. An individual selecting all conservative propositions would get a scale score of 1.0. An individual selecting all liberal propositions would get a scale score of 2.0. Selecting an equal number of both kinds of propositions would result in a scale score of 1.5.

INTERPRETATION

The scoring method is sensitive to individuals holding mixed beliefs. Having mixed beliefs on a subject or issue is not uncommon, especially when the issue is complex. A person can often hold some conservative type beliefs and some liberal type beliefs. This state of mixed beliefs can be considered a reference point for interpretation. When any group of individuals depart significantly from the mid-point, the groups can be considered characteristically liberal or conservative. Statistically, this is accomplished by comparing the group's choice pattern with choice patterns generated randomly. Random patterns will center around the mid-point, 1.5. An analysis of variance will test if the group of individuals differs significantly from the random (mixed) patterns.

SAMPLE

The inventory with instructions and cover letter was sent to each member of the six Regional Planning Committees, eighty altogether. Fifty-eight inventories were returned, a 73% return rate.

RESULTS

The sample indicated a very strong affiliation with liberal beliefs. The mean score was 1.95, with a standard deviation of .14. The analysis of variance statistical test contrasting the group with the random patterns was significant at the .001 level; the F-ratio was equal to 85.79.

Six propositions were selected by 50% or more of the sample. These, in rank order, were:

1) The purpose of the school is to provide the student with the means needed to function in the modern socio-economic environment. (79%).

2) The student should be an active participant in defining his needs and designing his educational program. (74%).

3) The purpose of the school is to provide free instruction in an environment that nurtures the growth and development of the physical, emotional, social, and cognitive aspects of a person. (67%).

4) Educational measurement should present a careful profile of the student that will assist the teacher in reinforcing strengths of the student and also strengthening weaknesses of the student. (62%).

5) The school should have goals concerning all students' intellectual, emotional and physical well being. (60%).

6) The curriculum of schools should have utility. If the students do not perceive the practical value of a subject, they will only go through the motions. (50%).

COMMENTS

The population sample is uniformly liberal in its orientation toward education. This is a marked contrast to the conservatism commonly attributed to the Nebraska population in general. The fact that the majority of the sample were educators does not explain the trend. The conservative tradition in education has been well represented by educators. A more likely explanation is that liberally oriented individuals are much more apt to volunteer to work with new ideas in education. That they should be so uniformly liberal, however, is something of a surprise.

The inventory could be used on future occasions to identify persons who would likely work actively in Career Education.

There are a number of cautions which should be noted. First, the beliefs of the inventory represent mostly what can be called "goals". The actual profile of the sample when it comes to selecting the means to attain the goals may not be so predominantly liberal. Second, one needs to be careful not to count out the participation of conservative citizenry in career education. The non-educational public is strongly oriented toward utility, practicality, and having the education system produce graduates who are competent and know what they are doing and why they are doing what they do. Odd as it may seem, this orientation has as much, or more, in common with the liberal tradition in education, as it has with the conservative tradition.

A final and very important consideration is that the identification of individuals or groups as being conservative or liberal sometimes creates suspicion in others of the opposite persuasion. For this reason, the dissemination of this report should be carefully controlled.

Philosophy of Education in Historical Perspective, Adrian M. Dupuis, Rand McNally and Company, Chicago, 1966.

LIBERAL PROPOSITIONS

Statement	% of Sample Selecting School
1. The curriculum of schools should have utility. If students do not perceive the practical value of a subject, they will only go through the motions of learning.	50%
2. The purpose of the school is to provide free instruction in an environment that nurtures the growth and development of the physical, emotional, social and cognitive aspects of person.	67%
3. Students learn best when they work to solve problems or carry on projects for which they are personally responsible.	48%
4. The purpose of the school is to provide students with the means needed to function in the modern socio-economic environment.	79%
5. The curriculum should be designed to capitalize on the variety of student interests.	40%
6. School testing should assess all phases of a student's growth: physical, athletic, citizenship, intellectual development, and emotional maturity.	26%
7. The school should have goals concerning all students' intellectual, emotional and physical well-being.	60%
8. Educational measurement should present a careful profile of the student that will assist the teacher in reinforcing strengths of the student and also strengthening weaknesses of the student.	62%
9. Field trips, movies, recordings and television are indispensible to the proper expansion of the student's learning experiences.	31%
10. The student should be an active participant in defining his needs and designing his educational program.	74%

CONSERVATIVE PROPOSITIONS

Statement	% of Sample Selecting School
1. Only those possessing superior intellectual abilities should go to college or university.	3%
2. The purpose of the school is to develop the intellectual powers of students through the systematic presentation of subject matter.	5%
3. The secondary school curriculum should consist of the usual academic subjects: languages, science, mathematics, history.	5%
4. Schooling for the majority should consist of the fundamental skills of communication and computation.	5%
5. It is the student's duty to listen when required acting mainly when they have questions or are asked to give answers.	0%
6. The main function of educational testing is to enforce standards of excellence and to produce a grade so that some may pass and some may fail.	0%
7. The best means of determining the student's progress is to discover how well he has learned the assigned material: pertinent facts, vocabulary, or formula of the particular subject.	2%
8. The curriculum of the schools should be determined by experts and authorities in the subject matter field.	9%
9. Examinations should be comprehensive and should be administered under strict conditions.	0%
10. Textbooks and lectures are the best ways to teach essential knowledge.	0%

APPENDIX E

PROPOSED STATE PLAN

STATE PLAN FOR CAREER EDUCATION
IN NEBRASKA

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PROPOSED STATE PLAN
FOR
CAREER EDUCATION

FOREWORD

In spite of many difficulties encountered by public education, there has been a great deal of progress in the quality of instruction in recent years and education today is a much better experience for many students. Nevertheless, many of those responsible for providing educational leadership are still seeking to improve the quality of education provided to students. All those interested in education must continue to seek new ways to provide better educational opportunities for all students. As long as there are dropouts, underachievers and high rates of underemployed and unemployed youth, efforts must continue to be made to find ways of lessening these educational and social issues.

Recently, a great deal of interest has developed about career education within the nation and within the state. While career education is no cure - all for the problems and difficulties of society or its educational system, this concept may be a significant means of relieving some of the problems confronting education today. Career education offers a practical, relevant, common-sense educational approach which is deeply rooted in the human and and social needs of all groups in our society.

Many competent, conscientious teachers and administrators have for years been providing meaningful programs for their students by utilizing effective educational techniques recommended by career education proponents. By incorporating these concepts into all educational planning, career education will have benefits, not only for students in the regular program, but for the academically talented, disadvantaged and handicapped student as well. By involving business, industry, labor, agriculture, parents and other members of the community in career education activities, great changes can take place in a short period of time.

Introduction

The State Plan for Career Education is a total educational effort to assist individuals to develop the necessary educational and career skills to function in their special responsibilities. By developing a comprehensive, systemwide program of career education, the students in the school become more knowledgeable regarding career opportunities and experienced in planning and make decisions regarding future career choices.

Career education has been an ingredient of instruction included in the classroom by many competent and creative teachers. In addition, members of the business community have been involved in educational efforts aimed at orienting employees to specific career responsibilities. While it is not a totally unique concept, career education as proposed encompasses a broader scope and sequence of learning experiences than previously available in the classroom.

Included in the State Plan are the following guides, which, if followed, will provide the basis for an inclusive and appropriate process for implementing career education.

1. An Overview of Career Education
2. A Guide for the Administration of Career Education
3. Professional Staff Development for Career Education
4. Career Education in the Elementary School
5. Career Education in the Middle/Junior High School
6. Career Education in the Senior High School
7. Career Education and the Community
8. Evaluation of Career Education
9. Job Placement in Career Education
10. Career Education in the Post-Secondary Institutions

Definition

The Career Education concept has been discussed in Nebraska for a number of years. The present definition of career education is a result of exchanges between

Advisory Council and Regional Planning Committee members. The result of this discussion reads:

Career education is a life-long process of learning. It prepares individuals to become personally satisfied, economically self-supporting and responsive to their responsibilities as citizens.

The fundamental concept of career education is that all aspects of education should be involved in this process.

Career education encompasses all educational experiences which prepare the individual to learn about and participate in the world of work as a part of living. All individuals involved in paid or unpaid activity either students, volunteers, or homemakers would be considered in the career development program.

The Career Education Concept

Career education became a national educational concern in 1971 as a result of the U.S. Commissioner of Education, Sidney Marland's key note address to the National Association of Secondary School Principals. A number of specific issues were identified as important in the process of implementation.

1. Career education is to be for all students enrolled at all levels of learning in all subject areas.
2. Career education extends from birth throughout one's total life and learning experiences.
3. Career education is designed to assist in the process of transferring from the school experience to the work experience.
4. Career education should involve the total efforts of educational business, industrial, labor and social groups and agencies of the community.

In 1972 under the direction of the U.S. Commissioner of Education, a position paper on career education was published. This paper presented and encouraged local school districts and higher education institutions to become active participants in the process.

In 1974, the Office of Career Education was established and Dr. Kenneth Hoyt was appointed as director of this office. In the same year a State Coordinator of Career Education was funded by the Nebraska State Department of Education.

In 1976, a proposal was funded by the U.S. Office of Education to initiate a State Plan for Career Education. In order to support this effort, a broadly represented Advisory Council for Career Education was formed and Regional Planning Committees were organized. The enthusiastic support of these groups has provided assistance in developing the various components of the State Plan, i.e., Needs Assessment, developing Goals and Objectives, recommending policy, and increasing awareness within the state of career education.

Career Education Elements

Since the student's career and education extends from preschool through retirement and beyond, career education encompasses the individual's entire life span. Instead of a fragmented effort of a few individuals throughout life, one's education and one's career should be related to life and work in a chronologically developed sequence.

1. Elementary Level

   Awareness, including both self and career, are introduced in the early elementary grades. Students become aware of the great variety of career options and the people involved in these occupations. In addition, students identify their aptitudes, interests and abilities in relation to the types of work opportunities.

2. Middle/Junior High School Level

   During the middle/junior high school years, the student explores in more depth, various careers in relation to their individual characteristics. Providing opportunity for students to observe many of the occupations or career positions they might be interested in or qualified for is a major activity for students at this level.

3. Senior High School Level

   At the high school level students have specific experiences in preparing for potential careers. They are able to acquire and refine some of the skills necessary for selected career choices. The required academic knowledge and skill, as well as, personal awareness is acquired by the student prior to leaving school. With this preparation the student is able to select the appropriate place for employment or the next step in a career plan.

In order to present career education, the following elements are described in some detail.

1. Self Awareness
2. Career Awareness
3. Career Exploration
4. Career Preparation
5. Decision Making
6. Leisure and Avocational Activities

Self Awareness refers to the expansion of knowledge about and the understanding of one's self. The information gained about the self and one's skills, abilities, aptitudes and interests along with one's personal preferences will provide a more complete picture of what one will become.

As the student recognizes all of the components which make up the self, the individual will be able to take into account all of the factors to be considered in planning for one's future, including planning for one's future education and career. This clarification of issues and values will result in greater satisfaction with career selection and life decisions.

Career Awareness permits the broadening of one's career options through exposure to and interaction with the many career choices available in present society. The student will also become aware of the various levels of employment within occupations and recognize the complexity and interrelationships of careers.

In order to gain a thorough knowledge of careers, the student is exposed to institutions and the aspects of society which percipitate and cause occupations to develop. The changing social environment results in the need for new careers and different careers need different kinds of educational preparation.

An aspect of career success is the development of positive attitudes and work habits within the individual. There are corresponding social and economic benefits associated with success in career choices. Students should be aware of the ingredients necessary for acquiring such benefits.

Career Exploration involves the student in a process of making tenative career choices and developing tenative vocational plans through an extensive examination of selected occupational areas. In addition, actual participation in this area provides real exposure and involvement in these select career choices. Through this process, the student perceives the relationship between academic subject matter and actual work requirements of the position.

The student delves into the implications and recognizes the interdependence of the individual's role as well as that of the supervisor. This reinforces the need for mutual understanding between worker and employer.

The process of decision making is enhanced as the student examines career choices and his/her personal qualifications in relation to those occupational roles. By exposure and participation in a wide variety of career c usters the student is able to select the most appropriate career choice for that time in his/her life. Further exposure and experience will cause the individual to make additional career decisions, hopefully appropriate for his/her future needs.

Career Preparation refers to one's acquisition of in-depth skills and knowledge necessary to enter and successfully advance in a chosen occupation.

The student at this time develops specific occupational skills and knowledge necessary for a specific job or occupational area. As the individual participates in actual work experiences in that occupational area, he/she sees the relationship between career choice and economic needs.

Involved in this process also is the development of acceptable job attitudes and work habits. The appreciation of all careers and acceptance of others as performing necessary tasks is developed in this process.

Decision Making is a necessary and growing part of the learning process whether related to academic or occupational situations. In order to grow and develop personnally or vocationally, wiser and more responsible mature decisions are required.

During the process of life the student finds opportunity to make personal, academic and vocational choices. The students' exposure and experiences in observation and participation provide the vehicle for such growth. Different levels and different careers require unique decision making skills. By being involved with a wide variety of career choices the associated responsibilities and decision making skills are developed.

Leisure Avocational Activities encompasses a wide scope of living and lifestyles. The personal selection of life styles focuses on the additional opportunities for self development and satisfaction. An individual finds fulfillment either through one's career or through one's leisure or avocational activities.

In addition to personal satisfaction a person may see relationship to one's career role, one's life style and personal economic needs. Involved in leisure and avocational activity also is the recognition of the social and economic benefits of careers and work as well as the benefits to be derived from non-paid work experiences and activities.

Needs Assessment

As a result of the survey of students and teachers in the state, a number of needs were identified. Previous efforts in the state regarding career education have indicated some areas which need attention. Major efforts in implementing career education focus on the students' needs and the teachers' needs. While not all students or all teachers have all of the needs, a large majority would benefit from efforts to provide assistance for the areas of greatest need.

A. Students need to know about the following areas:

I. Self

1. Who they are and what they would like to be.
2. How to make decisions.
3. The influence of jobs on their life.
4. The results of their interests and aptitudes.

II. Education

1. The value of their education for their future.
2. Developing educational and vocational goals.
3. Which high school courses will prepare them for specific jobs.
4. Planning for next years courses.
5. Post high school training in Nebraska.
6. Planning for what to do after high school.
7. Information about the military service.
8. Financing their education.

III. Jobs

1. Why people choose the jobs they have.
2. How to find information on careers.
3. Preparing for a job before graduation.
4. Jobs which match their special interests and aptitudes.
5. Jobs after finishing school.
6. On-the-job experiences.
7. Jobs which are available locally.
8. Locating summer and after school jobs.

B. Teachers need the following:

I. Administrative Leadership

1. A policy statement from the local board of education and administration supporting career education.
2. A plan based upon a local needs assessment for career education.
3. One and five year follow-up activities of school graduates.
4. Motivation to use career education strategies to improve guidance and instruction.
5. Release time for teachers, administrators, and counselors to develop local career education materials.

II. Community Support

1. Career education for all students.
2. Communication and cooperative support between the schools, parents, and community.
3. Assistance in identifying school and community resources for career education.
4. Adequate communications between state agencies and local school districts.

III. Educational Activities

1. Coordination of career education efforts within the school system.
2. Opportunities for teachers to share what they are doing in career education.
3. Cooperation of teachers in integrating career education into the school system.
4. A program of testing to help students identify their interests and abilities.
5. Planned conferences for administrators, teachers and counselors to develop local career education materials.
6. A system for cataloguing, locating and utilizing available career education resources.
7. Counselor support for career education efforts.
8. Adequate evaluation systems of career education.
9. Adequate communication between post-secondary education staff and the local system.

During the last few years, educators in Nebraska have attempted to deal with the issues identified by this survey. In order to better educate and prepare students for life, the cooperation and assistance of many persons will be needed. The State Plan for Career Education will coordinate efforts in this area.

Summary

As society becomes more complex, education and work become increasingly more important. It will be necessary that young people and educators receive more help in increasing their knowledge of themselves and the value and worth of their education as a preparation for their present in-school living as well as their after-school living.

A career education plan offers positive response to the need for educational reform as expressed by students and teachers.

1. With a 24% drop out rate from secondary schools.
2. Only 23% of freshman college students graduating.
3. Only 20% of the jobs in the 70's and 80's will require a college degree.
4. Students find little relationship between life and the school classroom.
5. Too many students have on-the-job training after high school rather than on-the-job experiences in school where greater opportunity for exploration is available.

Career education in Nebraska should provide opportunity, reduce the amount of unrealistic and irrelevant education of the classroom and increase the amount of real life experiences related to career opportunities. Education should provide awareness, information, motivation and experiences to supplement and reinforce formal education.

IMPLEMENTING CAREER EDUCATION: BASIC ORGANIZATION

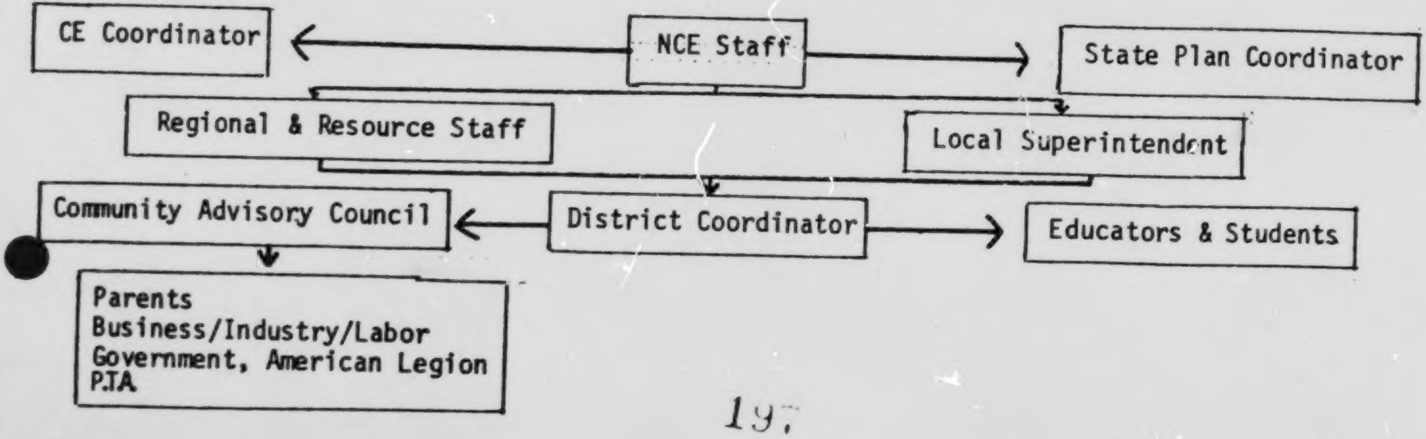
Introduction

The Nebraska Department of Education has developed a State Plan for Career Education based upon suggestions and recommendations from various advisory groups and populations in the state. The career education staff has sought the input of citizens from all regions of the state representing various social, economic, and political subdivisions of business, agriculture, and the community at large. This plan is to implement the concept of career education into the curriculum of all the schools in Nebraska.

The leadership in implementation rests with the administrative head and board in each district. The career education staff, regional coordinators and resource team members will support the efforts of the local district in this implementation process. The local plan, which is to be developed by the district, should include policy, goals and objectives along with activities, strategies and resources which should enhance the educational experience of the students in the district.

The Nebraska State Plan for Career Education originates with the State Department staff to regional coordinators, resource team members to local superintendents. The State Department of Education and the regional coordinators and advisory groups will provide resources and technical assistance to the local districts in developing and implementing their plans.

Organizational Chart


CE Coordinator
NCE Staff
State Plan Coordinator
Regional & Resource Staff
Local Superintendent
Community Advisory Council
District Coordinator
Educators & Students
Parents
Business/Industry/Labor
Government, American Legion
PTA

I. The State Board of Education and State Department of Education

A. The State Department of Education should coordinate career education in Nebraska.

1. Develop and make available resource guides for local districts to use in implementing career education.
2. Incorporate the concept of career education into all appropriate department activities, i.e., workshops, inservice, materials, curriculum.
3. Develop procedures for implementing career education concepts into requests for state funding.
4. Determine criteria for evaluating career education.
5. Review and revise the annual state plan for implementing career education.

B. The State Department of Education should provide leadership in career education activities.

1. Establish student outcomes for career education.
2. Identify resource personnel and processes which can be used to communicate career education concepts to the local districts.
3. Assist the local districts in establishing the need for career education.
4. Provide educational and technical assistance and resources in planning and implementing career education.
5. Provide financial support for local districts in initiating career education activities.
6. Evaluate the implementation of career education.

II. The Local Boards and Superintendents

The local boards of education and superintendents will demonstrate their support of career education by:

1. Initiating inservice programs for all administrators, school board members and all school staff regarding the career education concept.
2. Developing appropriate policy and management activities.
3. Assign responsibility for program development and implementation to experienced personnel.
4. Establish proposed budgets and financial considerations for each component of the program.
5. Establish a local advisory council for career education composed of the various populations of the community.

By encouraging community support for career education and providing resources for the educational staff, the district can implement a comprehensive career education program. Creative leadership for the classroom teacher is an important ingredient to the success of career education activities.

III. Business, Labor, Industry, Government, Social Agencies, Parents and Community

The members of the business community and other concerned citizens in the district should assist in the process of implementation of career education by:

1. Providing resources from within their organizations which may be used to support career education.
2. Exercising a leadership role in encouraging the local districts' efforts to plan and implement career education.
3. Cooperating with other local and state organizations to support career education for all students.
4. Assist members of the community to recognize the economic and educational benefits of career education.

The business community and other social groups have long recognized the value of education by their support of quality education. The members of these groups and organizations in Nebraska are anxious to work cooperatively in improving the educational and occupational opportunities of students because of the proven economic and social value of being able to employ competent and satisfied workers. With the combined efforts of all members of the community, the students and citizens of the district benefit from more relevant educational preparation.

IMPLEMENTING CAREER EDUCATION: PROCESSES, STRATEGIES AND RESOURCES

I. Processes

In order to implement career education successfully, an organized administrative procedure needs to be followed. The following steps are a brief synopsis of The Guide for the Administration of Career Education, which is available from the State Department of Education.

Step I - Preparation of a Policy Statement for Career Education in the District

The philosophy of the school needs to be expressed for all citizens in the district. This should include an orientation to career education, definition and orientation of the district. In order to be complete, it would include contributions from all members of the community participating in committee activities associated with career education. (See Monograph No. 1 Overview to Career Education)

Step II - Establish Goals for Career Education

The goals developed would result from efforts associated with the policy statement on career education. Such goals would encompass the elements of career education and be the expression of the district's needs in education.

Step III - Conduct a Local Needs Assessment of the District

The assessment of the district would ascertain the extent to which the goals of the district were being accomplished. By systematically gathering information about career education achievements, appropriate planning could be undertaken. Such improvements and revisions would be the basis for each year's activity within the system.

Step IV - Acquire Community Commitment for Career Education

As members of the community are made aware of career education, individuals would be asked to make a commitment to the implementation of the concept in the district. Educators, business and industry, agricultural pursuits, and social and governmental agencies would be invited to participate in advisory or ad hoc committees to advance the concept of career education. All members could support the efforts of the local coordinator in developing appropriate activities which would provide preparation in career development of its students.

Step V - Develop an Operational Plan

In order to achieve a goal, it is necessary to have a comprehensive plan of operation. The contributions of all groups need to be incorporated into these activities and permit continuous revision and improvement to the plan and goals identified.

II. Strategies

A. Curriculum Revision

There is a continuing responsibility and challenge for school districts to provide appropriate and relevant educational experiences for the students in the community. A major factor in the continuing high drop-out rate of high school students is the lack of a relevant and challenging curriculum.

If career education is able to provide the catalyst for changing student behavior and learning, it will be a significant contribution to the economic and social well-being of many citizens of today and the future. By revising the curriculum and providing a change in the teaching/learning process, students will benefit from the additional opportunities for learning and experiencing.

Some suggested changes are:

1. Identifying education as preparation for life and work as a goal for the educator and the student.
2. Providing educational/learning experiences into all subject areas in ways which permit students to choose those opportunities which are appropriate for their needs; whether to drop-out, stop-out, or continue their education.
3. Providing more opportunities for the student to demonstrate proficiency as a criteria for achievement.
4. Providing the student with more opportunities for learning career skills and work habits as preparation for a variety of career options.
5. Encouraging and assisting the student to experience work situations outside of the classroom as a means of reinforcing student learning in the classroom.

6. Using community personnel from business, labor, industry, government and social organizations as resource persons in the classroom.
7. Providing students with more opportunities for personal decision making and understanding the process of learning responsibility.

The heart of career education is the classroom teacher. It is a major responsibility, but a tremendous opportunity to prepare students for a more satisfying and successful future.

The process of providing career education is by the infusion of career education concepts and activities into all levels and subjects of all students. As teachers become aware of this process, many positive benefits will occur. While all teachers will be involved in some of these processes, other teachers will have more specific activities related to implementing career education.

B. Career Guidance, Counseling and Follow-Up

An important support function is provided to the teacher and student by the guidance staff. In order to coordinate the needs of the teacher and student, inservice workshops should be held.

Guidance and counseling staff should:

1. Serve as resource to the classroom teacher in implementing career education.
2. Be a liaison between the school and the community.
3. Help students make and implement career decisions.
4. Help students develop job-related skills.
5. Coordinate job placement and job follow-up activities.

Student Goals

The group receiving the emphasis of the career education activity is the student. It is the intent of the State Plan to suggest student goals for the local district planning to implement career education. Awareness goals are introduced and emphasized in the elementary grades, but may extend throughout the school program and overlap with other aspects of career education. Exploration is a major activity in the junior high level, but may also extend and be experienced later in career preparation. During the 10th-12th grades, students are presented with aspects of preparation for more specific careers and the opportunities for part-time and full-time placement experiences. Since career education is a concept which complements other goals of education, they could or should be combined to provide additional meaning to the students' total education.

Awareness Goals

1. Students will develop increased awareness of self in relation to interests, aptitudes, attitudes and responsibilities.
2. Students will recognize their uniqueness as individuals who can set and accomplish goals.
3. Students will develop understanding of the role of work.
4. Students will become aware of the broad range of occupations.
5. Students will see the relationship of school and community.
6. Students will recognize the importance of educational experiences in relation to their lives.
7. Students will develop an appreciation of the arts, life-long educational experiences and the productive use of leisure time as an integral part of self satisfaction and success.

Exploration Goals

1. Students will be able to relate their personal attitudes, attributes and achievements to various careers and will understand the affect of occupational choice on their present and future life style.
2. Students will understand that career development includes education and work experience components.
3. Students will develop an understanding and appreciation of the U.S. social and economic systems.

4. Students will develop an understanding of the role of work in relation to the American social and economic system.
5. Students will develop skills in personal and career decision making process.

Preparation and Placement Goals

1. Students will possess job searching skills and attitudes, which will allow them to seek employment and/or further education.
2. Students will possess an understanding of the attitudes and skills necessary for job retention.
3. Students will identify alternative courses of action which relate to their personal goals and will initiate a plan of action.

D. Providing for Needs of Special Groups

A special concern is expressed for a number of students. Basic to this concern is the recognition that:

1. Career education is of significant value for all students.
2. Career education emphasizes the relationship of education as preparation for life and work.
3. Career education provides a vehicle for identifying work as a more meaningful part of the total life of the person.
4. Career education seeks to identify and eliminate discrimination which may limit the opportunities for physically handicapped, racial or cultural group, age, sex, or other stereotypical biases.
5. Career education provides understanding and awareness of the value of paid and volunteer labor as well as the involvement of individuals in leisure-time activities.

It is of primary importance to the plan of education that all students be prepared for life. Special inservice programs for all personnel will focus on the needs of all of these groups. Leadership, coordination and participation by representatives of these local, state and national groups will provide for the career education needs of these groups.

E. Involving Business, Labor and Industry Community

The active participation of business and the community is essential to an effective career education program. Since our society is developing socially and technologically at an increasingly rapid rate, all the resources of business and the community should be utilized to meet the demands and expectations of an increasingly complex work environment. In order to prepare the student for sudden job changes, students should be broadly prepared to meet these required shifts. The formal educational system from kindergarten through college has not incorporated the specific skills or the preparation of individuals for the expectations of the future.

Business and community representatives should:

1. Serve as resource persons in classrooms at all levels of learning to help the student to identify the relationship of education to various kinds of work.
2. Provide observation and hands-on work experience to students, teachers, counselors, administrators and college professors.
3. Provide the perspective of business, labor and industry community to the nature of work, future of work, and the basic principles and interrelationships of the economic business and labor organization of the state and the nation.
4. Provide assistance to students at all levels of education in order to make a successful transition from school to work.
5. Identify ways of improving the work environment so that employment is meaningful and satisfying to the individual.
6. Encourage and support educators and educational systems to initiate career education into the school program.
7. Assist educators to provide skills which will help individuals to understand and use leisure time.

By incorporating the expertise of this group, early in the planning of career education, educators will be able to better provide for the many different needs of students. As members of advisory groups and committees, these individuals would have opportunity for contributing significantly to the success of the local plan.

F. Career Education Inservice Training

In order for career education to be successful, it is necessary that all involved understand the concept. If the concept is implemented, it will require modification of programs and changes in education. Inservice educational opportunities will be provided for any of the following interested individuals or groups.

1. The State Legislature
2. State Board of Education and State Department of Education
3. Interested educational agencies, public, private or vocational schools
4. Interested colleges and universities
5. Parents
6. Students
7. Educational associations
8. Representatives of the business/labor/industry community

Inservice activities will be needed to prepare administrators, supervisors, counselors and teachers. The identification of qualified staff to provide this training is important. The following groups will be contacted to provide this training.

1. Colleges and universities staff
2. Practitioners in local public and private school systems
3. Members of the State Department of Education
4. Representatives of the business/labor/industry community
5. Advisory council for career education

In order to be of most assistance in implementing the State Plan for Career Education, these individuals will receive extensive and intensive orientation to career education. A number of inservice activities will be held to provide this preparation.

1. Orientation by State Department of Education staff in program development and curriculum revision.
2. Inservice workshop for selected staff from involved school districts.
3. One-week workshop for vocational guidance counselors for selected high school counselors.
4. Workshop for college deans of education and selected members of their staff.
5. Workshop for advisory council members from local school districts.
6. Orientation for superintendents of schools and local school board members.
7. Workshops and institutes for specific curriculum areas in reading, math, foreign language, etc.
8. Workshop for all interested personnel in selected school districts.
9. Assessment workshop
10. Evaluation workshop

G. Colleges and Universities

Historically, Nebraska's colleges and universities have been heavily involved in career education. Doctors, lawyers, engineers, teachers and numerous other occupations have received training in the state institutions of higher learning. Since career education is such a significant component of such institutions, extending the training in other ways is a part of their mission.

If career education is to be extended, the resources of these institutions must be utilized along with all other resources of the state and community. The major responsibilities of the institutions of higher education are to:

1. Provide qualified persons in the various approved certificate and and degree programs offered by the institution.
2. Provide inservice to individuals and groups needing assistance.
3. Provide preservice orientation to career education in the teacher education, counselor education and administrative levels of supervision.

With the combined knowledge and expertise of educator, employer and concerned citizen, communities will be able to implement a program of education which focuses on the present and future needs of the members of the school community.

Resources

In order to initiate career education, a number of resources are essential. There is a great deal of information available nationally and within the state to assist in this process. The identification of local resources is dependent on the personnel in the school district implementing career education.

The following resources are potentially helpful to any school planning to develop a career education program.

NATIONAL

A number of national centers for career education have comprehensive information available for users. The National Institute of Education's Key Resources in Career Education: An Annotated Guide. This guide contains information on the ERIC system, National Center for Career Education, Department of Labor, U.S. Office of Education and many other resources.

Other resources on Projects, Research, Funding and Government Publications are also available from the Office of Career Education would provide additional sources.

STATE

On the state level, more locally developed materials and resources are available. These materials and personnel are identified in the handbook on Identifying, Locating, and Utilizing Career Education Resources available from the Career Education Coordinator at the State Department of Education.

Materials

Available from the State Department also are a listing of Career Education curriculum materials developed by various projects within the state. A catalog of materials available at the State Department is also available. Included in the guide is a listing of schools and ESU's where career education has been implemented and where curriculum materials are available.

Personnel

The staff of the State Career Education section are available to assist school districts in implementing and developing career education. In addition, a state Resource Team of practioners in career education is available to assist schools planning to initiate career education activities. The members of Resource Centers in career education are also able to assist with personnel and materials which may be utilized by school personnel.

LOCAL

In the process of accumulating resource materials and personnel, the most beneficial materials are those identified through the local needs assessment. A survey of available personnel in the community, identifying organizations with staff and resources which may be utilized in implementing career education's an essential part of local planning.

The local community organizations and business, industry and labor have materials and facilities to assist in the process of developing career education activities. The Nebraska American Legion, Chambers of Commerce, Boy Scouts of America, Social Organizations, Civic Organizations, and Professional Organizations have many resources and personnel which may be utilized in increasing student awareness and experience in career education.

By compiling a local directory of (1) personnel available as speakers; (2) observation sites; and (3) work experience opportunities, the local district may combine and expand the learning experiences for students in the district. Such a community effort will produce greater support for the school system.

Dissemination

In order for career education to be implemented in Nebraska, it is essential that communications be established and maintained with all involved and concerned populations. It is necessary that all these groups understand career education simply and clearly. So that this concept is understood, awareness of career education and the plan of implementation will be disseminated to these populations.

The State Plan for Career Education in Nebraska will be disseminated in the following manner.

A. Personal Contacts: Identification and development of a task force involving representatives of the following groups:
   1. State Department of Education
   2. Educational Associations and Organizations, Business/Industry/Labor
   3. Local School District Staff
   4. Higher Education Institutions
   5. Government Agencies
   6. Social Organizations
   7. Community Groups
   8. Parents and Volunteers

B. Newsletters, brochures, guides and other printed matter will be developed in an organized system to disseminate knowledge and understanding of the State Plan and its implementation within the state.

C. Meetings and workshops will be used as forums to increase awareness of and commitment to the State Plan.

D. The Communications and Research Task Force will focus its efforts on identifying ways and means of designating and disseminating information on career education.

E. Utilizing resource personnel to present the State Plan to organizations and agencies across the state desiring to understand Career Education.

Funding and Financing

The implementation of career education will require financial assistance and support. Costs which will need funding will be a State Coordinator, Project Director, Consultants and clerical assistants. The application of this model will assist in successfully implementing career education in the district planning to initiate the program.

During the five year planning period, increasing costs will be required.

Year One - 1978-79

Estimated Cost

State Career Education Office Staff	State	Federal
State Coordinator	25,000	
Project Director		25,000
Clerical		10,000
12 Local Districts efforts (Personnel Time) Each district - $2,500 Inservice Workshop, seminars, etc.		30,000
12 workshops at $3,000 per district		36,000
Summer workshops (2)		5,000
TOTAL:	25,000	106,000

Year Two - 1979-80

Estimated Cost

State Career Education Office Staff		
State Coordinator	25,000	
Project Director		25,000
Clerical		10,000
Regional Consultants (2)		40,000
30 Local District Efforts (Personnel Time) Each district - $2,000 Inservice workshops, seminars, etc.		60,000
30 workshops at $1,500 per district		45,000
Summer Workshops (2)		5,000
TOTAL:	25,000	185,000

Year Three - 1980-81

Estimated Cost

State Career Education Office Staff		
State Coordinator	25,000	
Project Director		25,000
Clerical		10,000
Regional Consultants (4) @ $20,000 each		80,000
60 Local District Efforts (Personnel Time) Each district - $1,500 Inservice workshops, seminars, etc.		90,000
48 workshops at $1,000 per district		48,000
Summer Workshops (2)		5,000
TOTAL:	25,000	258,000

Year Four - 1981-82

Estimated Cost

State Career Education Office Staff		
State Coordinator	25,000	
Project Director		25,000
Clerical		10,000
Regional Coordinators (6) @ $20,000 each		120,000
120 Local Districts efforts (Personnel Time) Each District - $1,000 Inservice workshops, seminars, etc.		120,000
48 workshops at $1,000 each		48,000
Summer workshops (2)		5,000
TOTAL:	25,000	306,000

Year Five - 1982-83

Estimated Cost

State Career Education Office Staff		
State Coordinator	25,000	
Project Director		25,000

Clerical		10,000
Regional Coordinators (8)		160,000
240 Local Districts efforts (Personnel Time) Each district - $1,000		240,000
Inservice workshops, seminars, etc.		
48 workshops at $1,000 each		48,000
Summer workshops (2)		5,000
TOTAL:	25,000	488,000

Five year total costs	State	Federal
First year	25,000	106,000
Second year	25,000	185,000
Third year	25,000	258,000
Fourth year	25,000	306,000
Fifth year	25,000	488,000
TOTAL:	125,000	1,343,000

Goals and Needs

As a result of the formal and informal assessment, the following goals and needs have been identified as being necessary to develop appropriate activities to assist students to achieve and acquire the best education for their needs.

In order to achieve the goals of Career Education in Nebraska, an organized and systematic plan is needed to provide policies, guidelines and practices to be followed by school districts. The success of the plan will depend on the dedication, teamwork and careful organization of all staff and persons participating.

Goal I - Each student shall possess the necessary skills and be prepared for self-directed learning and living for the present and future.

Need - Students in Nebraska are subject to many of the pressures and social problems facing the nation. Crime, unemployment, and inadequate educational preparation, though less than the national average, still affect the lives of students. National ststistics indicate that 2/3 of those individuals in prison do not have a high school education. With approximately 5,500 students dropping out of school each year, Nebraska citizens have a concern regarding the number of individuals who join the ranks of the unemployed and untrained labor force. Unemployment among 16-20 year olds is approximately 2½ times that of the over 20 age group.

Labor projections indicate that the future needs of labor will require a larger number of workers trained in skilled occupations and that a greater number of career options will be available. Students in the elementary grades, questioned in the 1977 survey, indicated that studying in school is important for 95.7% of the group even if they are not going to college. These attitudes change for 94.0% of the junior high and 81.8% of senior high students who feel that they need to know the value of their education for the future.

Because of these circumstances, the Department of Education believes education should be designed to allow students to evaluate themselves and various career options, identify sources of training and begin work toward becoming more qualified for a selected field through a variety of work exploration and experience.

Goal II - Each student should understand and respect the value of all occupations and recognize their requirements and rewards.

Need - The increasing number of career opportunities developing within the nation and state requires a greater need for basic academic preparation. Individuals also need abilities and skills in applying knowledge and finding and maintaining employment.

Many students in elementary school do not know how to prepare for jobs. Eighty-nine point four percent (89.4%) of the sample surveyed indicated that their is little to do until the time comes to choose a job. In junior high school, students need to know how to find information on careers (90%) while 87.1% of twelfth grade students have the same need.

There are a number of careers which each person may be qualified for or become qualified for. By providing information regarding the alternatives and requirements for these positions, students would be able to receive the benefits associated with the position. Students should be exposed to the variety of career options as a part of their learning and preparation for living.

Goal III - Each student should select appropriate resources and logical processes in solving problems.

Need - Decision making should be a logical and objective process based upon the most up-to-date and appropriate materials and resources available. In order to assure a greater degree of success in making decisions and proper placement, students should be provided with current resources and have access to all data and knowledgeable personnel regarding problems and careers.

Educators in Nebraska support the need for such facilities according to a recent survey. In 1977, 85.9% felt that this was a need while in 1973, 98% of the group felt that community resources should be used to provide students with career information.

Students expressed a need to know how to find information on careers -- 90% of the ninth grade population and 77.1% of the senior high group. Additional concerns support the need for such information and knowledge concerning local jobs as well as courses and training available to assist them in planning for the future. A total of 83% of the junior high group and 80.9% of the senior high population indicated a need on how to make decisions. If the appropriate resources are available, students might make wiser decisions.

Goal IV - All students should develop their special intellectual and creative abilities.

Need - Students today have a greater number of options than ever before. The opportunity to develop unique abilities is also greater. With the wider range of choice, greater care should be given to career selection. The unique characteristics of children need to be identified earlier and career information should be available so that each student might select what is most appropriate for them.

While the number of bored, dissatisfied and under-employed workers is increasing, the students in sixth grade in Nebraska sampled felt differently. A total of 89.4% felt that there were many kinds of work which would interest them as grown-ups. Junior and senior high students needed to know about jobs which match their special abilities and aptitudes - 92% and 88.5% respectively.

If today's students are to maintain a positive and satisfied attitude toward life and work, counseling and personal assistance should be available to those students needing such help.

Goal V - Each student should recognize the personal worth and dignity of himself as well as every other individual.

Need - Students develop attitudes about themselves and others during the process of their education. Biases and stereotypes results as they are exposed to various occupational and educational experiences. A majority of educators surveyed in 1974 (97%) indicated that developing favorable attitudes among students, workers and work as being considerably or extremely important.

Students are generally very positive in elementary school regarding the value of work and the attitudes necessary to enjoy their tasks. Eighty-nine point four percent (89.4%) have many kinds of work which would interest them as adults and 80.9% felt that if you liked your work, life would be better. With this orientation, students are able to relate better to life.

In junior high, students express concern about needing time to think about who they are and what they would like to be. Forty-eight percent (48%) of this group and 96.1% of the senior high students expressed this same need. While 55% of the junior high population felt that most people do not like their jobs, 72.7% of the senior high students felt the same way.

The State Department of Education recognizes that in order for an individual to succeed, there must be a degree of self awareness of one's own abilities and accept the worth of others abilities as well. This serves as the basis of a set of values as one works and associates with fellow workers and family. The creation of a mutually accepting environment forms an atmosphere conducive to teaching and learning. Educational experiences in the school should provide the basis for developing such an environment.

Goal VI - Each student should have knowledge of and skill in those leisure time activities available to him after completing his formal education.

Need - More and more industries and government agencies are providing for early retirement. This, along with a shorter work week, permits individuals to enjoy additional leisure time activities. As such options become a part of the life of Nebraskans, provisions should be made to provide leisure activities for employees. In order to be prepared for such developments, students need the information necessary to use this time constructively.

Elementary students surveyed felt that a person can have interesting hobbies as a grown-up, even if their work is not exciting. Since 95.1% of these students felt this way, providing background for them to acquire awareness of leisure time activities is important. Many people have not had such a preparation.

Goal VII - Each student should recognize and respect differences in cultures around the world and within his community.

Need - Recent study by the State Department of Education has indicated a need for greater recognition of cultural differences among student and community populations. The preparation of students for present living and awareness of the varied lifestyles of different individuals and groups requires and understanding and respect for our multi-cultural society. As our society develops greater mobility, more contacts and exchanges among people of different cultures will require more specific preparation for meeting the increasing variety of living styles and preferences.

Since 74.7% of the teachers surveyed felt that career education is for all students, invluding those who will go on to post-secondary education and those who will seek immediate employment after school, this area of preparation is highly important. Educators need to have academic and personal experience and preparation to assist students to understand and be prepared for their life experiences in a multi-cultural society. With one in four families presently moving each year nationally, preparation for meeting and understanding different cultures should be a part of the curriculum of all students.

Goal VIII - Each student should realize that each person is to some degree handicapped and willingly adjust and accept such handicaps in others as well as himself.

Need - Students with special needs require special planning and instruction. Many students with special needs have not had the opportunities to receive equal educational and societal benefits. Recent state and national legislation has focused on the particular concerns of this population in order to meet some of the needs of this group.

Teachers in Nebraska felt that career education should be for all students including those with special needs. Since 74.7% of the group surveyed agreed with this point of view, more effort should be exerted to meet this need. Many educators recognize their lack of preparation in teaching the special student and perceive this area as a need for the education of the special student.

By providing educational information regarding individual strengths and weaknesses, each student may select appropriate goals and objectives for himself. Teachers and school personnel should develop curriculum materials related to the level and abilities of the students as well as career information and experiences which would prepare them for careers for which they could qualify.

Short and Long Range Goals

In order to communicate to all populations, a written statement of goals is necessary. The following procedures will be followed to achieve short and long range planning for career education. These established procedures will permit the expansion of career education within additional school districts in the state in succeeding years.

1978-79

1. The SDE career education staff will select 12 school districts, 2 from each region of the state, to pilot career education activities during the 1978-1979 school year.
2. The State Department of Education career education staff will identify regional resource personnel to assist these districts in the implementation process.
3. The State Department of Education will hold inservice training for regional resource staff and district personnel selected by their superintendents.
4. The State Department of Education, regional personnel and resource team personnel will conduct career education awareness sessions in the local districts.
5. The superintendents, with the assistance of the resource team and regional personnel, will obtain the support of the local school board to develop and implement a career education plan in their districts.
6. The superintendents, with the support of the regional personnel and resource team, will form an advisory council composed of representatives from parents, educators, business, industry, public officials, service clubs, labor, and other community organizations.
7. The superintendents will appoint a local career education coordinator for each district.
8. The regional personnel, resource team and local staff will develop a year-long inservice program for the district.
9. The State Department of Education regional personnel and resource team will assist the local coordinator and district personnel to identify appropriate needs assessment instruments for their district.
10. The local coordinator will administer the instrument, review the data and report the results to the local district involved in the program.
11. The State Department of Education and regional resource team personnel will assist the local coordinator in developing a local plan for the implementation of career education.

12. The State Department of Education regional staff and resource team will assist the local coordinator in preparing a calendar and time-line for the local plan.

13. The State Department of Education, regional and resource personnel will assist the local coordinator and advisory council to identify and select the necessary human and material resources to facilitate the development and implementation of the local plan.

14. The State Department of Education, regional and resource team will assist the local coordinator and district staff to determine how to infuse career education into the existing curriculum.

15. The State Department of Education, regional and resource staff will assist the local Advisory Council to design and implement an evaluation process which will assess the local plan and provide direction for program modifications.

16. The State Department of Education, regional and resource team members will assess career education activities and recommend improvements and changes for implementation in other districts.

1979-80

17. Follow steps 2-16 in the implementation of career education in 5 school districts in each of the six regions of the state. (30 districts)

18. Continue to support school districts previously implementing Career Education.

1980-81

19. Continue steps 2-16 in the implementation of career education in 10 school districts in each of the six regions of the state. (60 districts)

20. Continue to support school districts previously implementing career education.

1981-82

21. Continue steps 2-16 in the implementation of career education in 20 school districts in each of the six regions of the state. (120 districts)

22. Continue to support school districts previously implementing career education.

1982-83

23. Continue steps 2-16 in the implementation of career education in 40 school districts in each of the six regions of the state. (240 districts)

24. Continue to support school districts previously implementing career education.

Evaluation

The evaluation process of implementing career education is important to the success of the program. As each step in the process will entail planning and evaluating, the following activities are needed. The evaluation plan will (1) determine how well each step has been achieved; (2) determine the extent of the planning process of each local plan.

The State Plan will be evaluated by following the evaluation plan as presented. Local plans will follow similar evaluation processes.

EVALUATION NEBRASKA STATE PLAN

Objectives	Data Collection or Technique	Analysis	Who	When	Date Completed
1.	Obtain letters of intent from 2 districts from each of the six regions	Superintendents from 12 districts	SDE staff	August	October
2.	Identify regional career education practitioners and resource personnel available for consultation responsibility	Select regional resource personnel competencies and availability	SDE staff	September	October
3.	Pre and post career education survey of selected staff	Level of change during workshops	SDE and State Regional Career Education Team	October	December
4.	Pre and post career education survey of local school staff	Level of change during workshops	SDE and RPC and Resource Team	October	December
5.	Minutes of local board meetings	Review minutes for content	SDE and Resource Team	October	December
6.	List of advisory council members and minutes held	Review and verify membership representatives and objectives	SDE and Resource Team	November	January
7.	List of coordinators and results of objectives identified	Review of objective and staff responsibility	SDE and Resource Team	November	January
8.	Minutes of meetings List of presentation topics List of participants	Topics related to needs, kinds of participants	SDE, Resource Team, local Career Educatio	January	June

Objectives	Data Collection or Technique	Analysis	Who	When	Date Completed
9.	Identify kinds of assessment instruments examined. Criteria for selecting instruments	Comparison of instruments reviewed and those available or appropriate. Report process of selection.	SDE, RT, local CE Coordinators and team consultants.	January	March
10.	Administration procedures followed Analysis of data Report format	Analysis of assessment and findings	SDE, RT, local CE Coordinators, Consultants	January	June
11.	Identify activities of regional coordinators, consultants, SDE and local coordinators	Resources utilized	SDE, RT, local Coordinators	January	June
12.	Receive copy of calendar and timeline of activities	Consistent Possible	SDE, Resource team	January	June
13.	Receive copy of human and material resources. Use survey of State Plan resource guides	Analyze in relation to awareness, exploration & placement. Extent of utilization of resource guides	SDE, Resource team	May	June
14.	Receive copy of curriculum materials developed or adapted List of staff involved in materials developed	Analyze in relation to awareness, exploration & placement. Extent to utilization in level and subject area	Resource Team, SDE	May	June

Objectives	Data Collection or Technique	Analysis	Who	When	Date Completed
15.	Documentation of local plan evaluation procedures	Extent to which evaluation is applied in each local plan	SDE, Resource team	May	June
16.	Review of evaluation report. Conference with CE state, regional and local personnel	Agreed recommendation based on factual information	SDE, Consultant, RT	May	June
17.	Implement evaluation plan for objectives 2-16. Randomly select 100 students and administer Iowa Basic Skills Inventory Randomly select 100 students & administer the Career Education Inventory	Compare results after one year	SDE, local coordinators	Year Two August September	October
18.	Review activities of previously participating districts. Survey of in-service participants	Discrepencies Practicality vs. theory	SDE, local coordinators	Year Two January	January
19.	Implement evaluation plan for objectives 2-16. Randomly select 200 students and administer Iowa's Basic Skills Inventory Randomly select 200 students & administer the CE Inventory	Compare results after one year. Compare results after two years.	SDE, local coordinators	Year Three August September	October
20.	Review activities of previously participating districts Survey of inservice participants	Discrepencies Practicality vs. theory	SDE, local coordinators	Year Three January	January

Objectives	Data Collection or Technique	Analysis	Who	When	Date Completed
21.	Implement evaluation plan for objectives 2-16. Randomly select 200 students and administer Iowa Basic Skills Inventory. Randomly select 200 students and administer the Career Education Inventory.	Compare results after one year. Compare results after three years.	SDE, local coordinators	Year Four August September	October
22.	Review activities of previously participating districts. Survey of inservice participants.	Discrepencies Practicality vs. Theory	SDE, local coordinators	Year Four January	January
23.	Implement evaluation plan for objectives 2-16. Randomly select 200 students and administer Iowa Basic Skills Inventory. Randomly select 200 students and administer the Career Education Inventory.	Compare results after one year. Compare results after four years.	SDE, local coordinators	Year Five August September	October
24.	Review activities of previously participating districts. Survey of inservice participants.	Discrepencies Practicality vs. Theory	SDE, local coordinators	Year Five January	January

APPENDIX F

EVALUATION BY
REGIONAL PLANNING COMMITTEES

EVALUATION

Regional Planning Committee

A survey of the 73 members was completed in the spring of 1977 with 48 responding. There were some positive reactions and other areas indicating a need for more communication.

The greatest needs were for financial human and material resources. In addition, more information needs to be supplied regarding national legislation and career education on a regional level.

As a result of the meetings, members learned more about State Plan procedures and NDE activities. Thirty-nine of the 43 respondents who answered the questionnaire felt the meetings were beneficial and that the definition of career education was clearer to all 43 of the respondents.

Comments from the survey indicate a positive support for Career Education and satisfaction with procedures so far. Improvements can be made in better organization and identification of needs which can be developed.

REGIONAL PLANNING COMMITTEE
EVALUATION SURVEY

Question	Strongly Agree	Agree	Disagree	No Answer
1	4	28	12	
2	11	30	3	
3	5	33	4	2
4	4	20	20	
5	5	22	17	
6	3	18	22	1
7	3	26	14	1
8	9	30	5	
9	1	8	33	2
10	3	25	16	

University of Nebraska-Omaha

Comments:

1. Had strong interest in Career Education for a long time, especially as it ties to Vocational Education.

2. Would like more information on how I can interact in State Plan development.

8. Grass roots activities such as these are important. It would seem most desirable to expand this activity in Nebraska.

9. In Nebraska, the aim appears toward pre-vocational role development, but the total thrust of Career Education should aim toward all of life's roles.

10. Was involved many years before.

Lincoln

Comments:

1. We are ready, hopefully, to move forward. I feel that we are all now on the same wave length.

2. Liked involvement.

3. Important to have Tom and Jenne present at meetings - provide good leadership.

4. Maybe needs to be emphasized more next year.

5. Had opportunity to get input from, and meet individuals from, other parts of the state.

6. Financial resources limited in Nebraska.

7. HR-7, etc. Visited on numerous occasions with my cousin, U.S. Rep. Virginia Smith - a supporter!

9. It is clear to me, but detect some disagreement within groups -- which will be present until we get something down on paper for distribution.

ESU #5

Comments:

9. Definition clear; implementation unclear.

Omaha

Comments:

1. I knew about Career Education for several years; I just hope the state can get something going.

12.

Lincoln

Comments:

1. Meet in other locations - possibly Falls City, etc.
2. Might think about the possibility of having a suggestive agenda, for each regional meeting coming from your office. This would keep the state on the same wave length, provide a general, measurable, direction - I think this would help you.

Wayne

Comments:

More involvement of high school counselors.

Kearney

Comments:

I don't know enough about this to make a suggestion.

North Platte

Comments:

Keep us informed on the progress with the State Plan.

Central Tech.-
Hastings

Comments:

Meet more often or for a longer time. I believe the committee would have developed more definite suggestions if more time had been available.

Fairfield

Comments:

Pinpoint specific areas that would be helpful in our schools. Need practical things rather than theory. I believe we are on the right track.

University of Nebraska-
Omaha

Comments:

1. Provide input for the development of the Career Education State Plan.
2. Work on setting up a regional system for Career Education planning, development, infusion into the educational programs of the local schools.

Northeast Tech.

Comments:

Seems at this point to lock state administrative support. I am speaking of local school administrative concern and involvement. At this time, it is a low priority item in their view. I have no evidence of this view, but it should be investigated into by your division.

Central City

Comments:

Inservice, hands-on materials are needed. Other states have developed both Career Education materials and models. Workshops are needed for teachers. NSEA Helpmobile, etc. Career Education needs promotion.

Omaha

Comments:

I feel that our coordinator this year used his authority to do things in his best interest. I feel that you work this past year has helped to bring Career Education to the front, I hope soon a State Department priority.

My activities, plus my previous work with Career Education, has helped me more to be aware of Career Education than I feel our meeting did. I was of the feeling that our group meeting was to help you with the development of the state plan. I don't feel we helped with that; next year we need to establish some priorities. I have a committee developed at our monthly meeting in such a manner that will help almost all those in attendance.

Things I need help on are:
- development
- finance
- teacher workshops
- selling administration
- publicity

Omaha

Comments:

Regional Committee is going to help American Legion formulate guidelines for Career Education "contest" for following years.

Kimball

Comments:

Carry out some of the projects and activities as were discussed at the last western area meeting. Get more people involved.

Lincoln

Comments:

Still need regional action plan. Don't think you should count this one - don't know how to respond. Call!

Bellevue

Comments:

Appoint sub-committees to explore specific areas and make recommendations of action to committee. Reach a level of implementation and not discussion.

Grand Island

COMMENTS:

1. Perhaps an all day meeting or two.
2. Opportunity to study "material resources" prepared elsewhere.
3. More knowledge about financial resources available.
4. Schools who are (or will be) benefiting as pilot schools should send representatives to the committee meetings so we can learn first hand about their progress and failure.
5. Chance to help choose the pilot schools.

NORTHEAST TECHNICAL COMMUNITY COLLEGE

PHONE (402) 371-2020 801 E. BENJAMIN AVENUE NORFOLK, NEBRASKA 68701

June 27, 1977

Tom Scherer
Nebraska Department of Education
Box 94987
Lincoln, Nebraska 68509

Dear Tom:

Thank you for the opportunity of responding to the survey you sent out last week.

I am returning the form without completing it since I feel that my participation in the process was quite limited having attending only one meeting.

My interest is still with the type of thing that we did at the meeting in Wayne, however, my duties often preclude my attendance at such events; therefore, please, if possible, find someone who might be able to attend the meetings on a more regular basis than I.

Have a nice day!

Yours truly,

Freeman Walz
Assistant Dean
Student Services

Nebraska Department of Education
Mailing Address: Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509
Telephone (402) 471-2295

MEMORANDUM

TO: Members of Career Education Regional Planning Committees

FROM: Tom Scherer

RE: EVALUATION

DATE: June 22, 1977

We are attempting to evaluate the activity of our Regional Planning Committees for Career Education during the 1976-77 school year. In order to do this, we are asking each member of the Planning Committees to complete the enclosed questionnaire.

During our meetings, we usually only talked about our State Plan. In this survey, we hope that you will be able to offer suggestions and scope for the next year's activity for these Committees. Please feel free to add comments to any question and other comments which may advance the progress of the Committees.

The survey is, of course, confidential. Please return by August 1, 1977.

Anne Campbell
Commissioner

State Board of Education

Frank E. Landis
President
521 Lincoln Building
Lincoln, Nebraska 68508

Dorothy Creigh
Vice President
1650 North Elm Avenue
Hastings, Nebraska 68901

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Margaret Lockwood
1500 Gentry Boulevard
Gering, Nebraska 69341

Marilyn Fowler
1904 Plum Creek Lane
Lex[illegible], Nebraska 68850

[illegible]rold O. Peterson
615 South 67th Avenue
Omaha, Nebraska 68106

Freeman
Walz

EVALUATION SURVEY FOR
REGIONAL PLANNING COMMITTEES
FOR CAREER EDUCATION

Summer, 1977

The following were some activities of the Regional Planning Committee during the past year. Please indicate your reactions to each question by circling the appropriate letter.

1. I became more aware of career education as a result of Regional Conferences.

   a./ strongly agree (24) b. agree c. disagree
   4 28 12
   COMMENTS:

2. I became aware of State Plan procedures.

   a. strongly agree ([illegible]) b. agree c. disagree
   11 29 3
   COMMENTS:

3. I feel more informed about NDE activities.

   a. strongly agree (37) b. agree c. disagree
   5 32 4
   COMMENTS:

4. I learned more about material resources which were available to me.

   a. strongly agree b. agree (20) c. disagree
   4 20 17
   COMMENTS:

5. I learned more about human resources which were available to me.

   a. strongly agree b. agree c. disagree
   5 22 16 (17)
   COMMENTS:

6. I learned more about financial resources which were available to me.

   a. strongly agree b. agree c. disagree
   3 18 21 (62)
   COMMENTS:

7. I learned more about National Legislation about Career Education.

   a. strongly agree b. agree c. disagree
   3 25 14 ([illegible])
   COMMENTS:

8. The meetings as a whole were beneficial to me.

a. strongly agree b. agree c. disagree
5
9 30 4
COMMENTS:

9. The definition of Career Education is still unclear to me.

a. strongly agree b. agree c. disagree
0 8 33
COMMENTS:
1

10. I became more involved and aware of the business/labor/industry and community.

a. strongly agree b. agree c. disagree
3 25 15
COMMENTS:
16

11. Who would you recommend as the Regional Coordinator?

Same______ Other (please indicate)________________________________

12. Please indicate any suggestions for committee activity for next year.

____

____

____

____

APPENDIX G

DISSEMINATION

Shadows Lighting Career Path

(Continued from page 1)

a career questionnaire for which research on a job is done in both the school and public library.

DeLong contacts business people and arranges for a date when the student may observe for a day. During shadowing, the student takes notes and later writes a report for their language arts class under the instruction of Gordon Waartman. And business people are asked to write an evaluation.

"The students do not work while shadowing. They may try some of the things that are done in the job, but the object of shadowing is to observe," DeLong said. "The student goes to work when the person whom he is shadowing does, goes to lunch at the same time (and if he takes his lunch, the student does, too) and quits when he quits for the day."

STUDENTS HAVE been quite enthusiastic about the program which gives them a new insight into careers and occupations that they might want to pursue.

"The eighth graders began school this fall looking forward to shadowing because the students last year told about their experience," DeLong said.

Business people, she says, are equally enthused and some have suggested that the students be allowed to shadow two or three rather than just one.

By mid December, the 50 eighth graders will have finished their first round of shadowing and, because of the cooperation, interest and encouragement of the business people, DeLong hopes to have another round of shadowing in the spring.

The participating business people believe the program should continue because they believe that junior high students should be thinking about what career they want to pursue and begin finding out something about it.

AS AN EXAMPLE of the cooperating and interest of the business community, DeLong says she received a refusal by only one businessman this year. "He thinks eighth graders are too young, but it may have been a misunderstanding. He may have refused to participate because I didn't explain it thoroughly," she says.

Students are reaping the benefits of the program. "They're finding out that some jobs they thought were glamorous aren't," said Miss DeLong who points out that, if a student finds he doesn't want to pursue a specific career he had previously been interested in, he has benefited.

"It has been good for me, too," she adds. "I'm getting acquainted with businesses and business people."

Careers Getting Educators' Push

Lincoln (AP) — The Nebraska Department of Education is developing a state plan to extend career education to all schools in the state.

Department officials Jenne Garvey and Tom Scherer are devising the plan after six recent regional meetings throughout the state.

College, public school and business personnel interested in career education attended those meetings and will be involved in developing the program, Scherer said. The department also announced the receipts of a $25,000 grant from the U.S. Office of Education for a gifted child education program.

Career Ed Plan Stated

LINCOLN, Neb. (AP)—The Nebraska Department of Education is developing a state plan to extend career education to all schools in the state.

Department officials Jenne Garvey and Tom Scherer are devising the plan based on six regional meetings recently held across the state.

College, public school and business personnel interested in career education attended those meetings and will be involved in developing the program, Scherer said.

Education officials also announced the receipt of a $25,000 grant from the U.S. Office of Education for a gifted child education program to run through August, 1977.

Education Grant

WORLD-HERALD BUREAU.

Washington — The Nebraska Department of Education will receive a $45,000 federal grant to develop plans for career education programs in local school districts, the U.S. Office of Edu[illegible] announced.

Career Education Plan Developing

LINCOLN, Neb. (AP) — The Nebraska Department of Education is developing a state plan to extend career education to all schools in the state.

Department officials Jenne Garvey and Tom Scherer are devising the plan based on six regional meetings recently held across the state.

College, public school and business personnel interested in career education attended those meetings and will be involved in developing the program, Scherer said.

G.I. Schools to Get Career Education Funds

By BILL ROBERTS

Because a computer foul-up in Washington, D.C., has been straightened out, the Grand Island school system apparently will receive requested federal funds for a career education program.

Last summer the district asked for $300,000 over three years to run a counselor-and community-oriented program that would affect mostly Senior High students. The request was rejected, School Supt. Clifford Dale told the board in September.

But at the meeting Monday night, Dale relayed a message he got last week saying that the Grand Island request actually had placed first among those competing for the grant. The scoring mistake was traced to a computer mix-up.

The exact amount of money the school district will receive and a starting date for the program have yet to be negotiated, Dale said. The school board must approve the program, even though no local money will be used, he added.

The grant request was modeled after a program in Oregon and was prepared by Darrell Dey, a Senior High teacher; Edgar Gifford, a Senior High counselor; Volney Lofgreen, a school board member; Melvin Rumbaugh, of Brown's Auto Parts; and Burnie Terman, assistant principal at Senior High.

Class Size

The average size of elementary classes in the district is 23 students this semester, the board was told by Gerald Bryant, assistant superintendent for instruction. Bryant said this was a slight decrease from the average size a year before.

"The judicious use of combination rooms has enabled us to keep a very good teacher-pupil ratio," he said. There are 15 rooms in which students from two grades are combined in the system, and such classes generally are smaller than the single-grade classes, he added.

"We hear a lot about reading problems caused by large classes," Bryant said.

Reading problems may have many complex causes, he said, but in the Grand Island district large classes are not one of them.

In the junior and senior high levels, classes generally were largest in music and physical education courses and smallest in foreign language and reading courses, Bryant reported.

OK Contract

In an action item, the board approved a $1,510 maintenance contract to the Bill Fagan Co., of Kansas City, Mo. The company will make two visits to Grand Island, in April and July, to work on the air conditioning system of Barr Junior High.

Board member Dr. Warren Bosley balked at the $755 house calls but eventually voted with the rest of the board to follow the recommendation of staff engineer Rolla Lush.

Lush said the Fagan Co., was "the only firm between here and Atlanta, Ga.," that was familiar with this particular type of equipment, which he said would cost at least $30,000 to replace. The air conditioner apparently was outmoded when originally installed in 1967, Supt. Dale said later.

Barr Debris

The condition of Barr was brought up again when board member Lee Luers said he was concerned that debris from the roofing work on the building was causing a "permanent defacement." He was told that routine cleanup after the job is finished would restore the school's appearance.

The meeting ended after a 43-minute executive session in which board members heard reports from an attorney and an engineer concerning litigation about the leaky roof at Barr.

Shadowy Characters in Kimball

By EDITH ENLOW
Of the Star-Herald

KIMBALL — Shades of Sam Spade! Kimball business people are being shadowed and they not only know it, they like it.

Through the cooperation of business people, Kimball eighth graders are doing the on-the-job portion of their "Shadowing Program," a career education project which is a part of the Kimball Schools' kindergarten through 12th grade career education program.

This is the second year for the shadowing program which is one of the projects developed in the Kimball Occupational Education Project, a three-year federally funded program for which funding ended June 30, according to Joan DeLong, junior high counselor and director of the career education program.

DeLONG

UNDER THE PROJECT, each of the 90 eighth graders "shadows" a business person for one entire working day to observe and obtain information about a particular business which is of special interest to the shadowing student.

The actual shadowing is only a part of the project, DeLong explains. It begins in group guidance classes when the process is explained. Each student takes a Picture Interest Exploration Survey (PIES), a visual method of surveying career interests opposed to the traditional paper and pencil survey that requires reading, DeLong said. In the PIES, students are shown a series of 156 slides that show the hands of a worker in various occupations and record their choices on a response sheet. The slides are grouped in categories such as transportation, office, education, sales, health, etc. The responses show the areas of the students' highest occupational interests.

• EACH STUDENT then fills out a student application for a Career Education Contract which shows the guidance counselor the type of job and the name of the person the student would like to shadow. Also filled out by the student is

(See SHADOWS on page 2)

Ledbetter Appointed To Advisory Council

Dr. Howard Ledbetter of Chadron has been appointed to a two year term on the Nebraska State Advisory Council for Career Education. Ledbetter represents Chadron State College.

The council will provide information relating to the development of a state plan for career education. Members of the council will also assist in making recommendations to the Nebraska Board of Education.

The council will seek to generate support for career education from business, labor, industry, various agencies and service groups.

"A great deal of interest incorporating career education into classroom activities has been developing and the council will assist in developing a comprehensive plan for such a state wide program" said Tom Scherer, career education consultant for the Nebraska Department of Education.

Doug Collins on Neb. panel

Doug Collins of Orleans has been appointed to a one year term on the Nebraska State Advisory Council for Career Education. Collins, a senior at Orleans High School, represents students.

The council will provide information relating to the development of a state plan for career education. Members of the council will also assist in making recommendations to the State Board of Education.

The council will seek to generate support for career education from business, labor, industry, various agencies and service groups.

"A great deal of interest incorporating career education into classroom activities has been developing and the council will assist in developing a comprehensive plan for such a state wide program" said Tom Scherer, career education consultant for the Nebraska Department of Education.

Hamilton Mitten named to state education council

Hamilton F. Mitten, chairman of the board of the Nebraska State Savings and Loan Association of Fremont, is serving a two year term on the Nebraska Advisory Council for career education. He was appointed by the State Commissioner of Education.

Mitten will assist the development and implementation of career education and advise the career education staff of the State Department and State Board of Education.

Active in education since 1922, Mitten has served on various state committees, Fremont Board of Education, Nebraska State Board of Education and University of Nebraska Alumni Board, according to a news release.

He also was chairman of the Nebraska Association of Commerce and Industry Education Council, Midland Lutheran College Board of Trustees and chairman of the Nebraska League of Savings and Loan Executive School, the release said.

Burrows Appointed To Council

Senator Bill Burrows of Adams, has been appointed to a three-year term on the Nebraska State Advisory Council for Career Education. Burrows represents the Nebraska State Legislature.

The council will provide information relating to the development of a state plan for career education. Members of the council will also assist in makin recommendations to the Stat Board of Education.

The council will seek t generate support for care education from business, lab industry, various agencies a service groups.

"A great deal of inte incorporating career educa into classroom activities has bee developing and the council wil assist in developing a comprehensive plan for such a state wid program" said Tom Scherer career education consultant fo the Nebraska Department o Education.

New Council Will Develop A Career Education Plan

Nine persons have been appointed to the State Advisory Council for Career Education, to develop a career education plan and make recommendations to the State Board of Education.

Tom Scherer of the department staff said the council will seek support for the concept from business, labor, industry, various agencies and service groups. The aim is to incorporate knowledge of various job opportunities into classroom instruction from elementary through high school.

Council members are Education Commissioner Anne Campbell; Scherer; Gl Strain, state vocational edu tion director; Fred Rodrique Dick Halamo; Jim Stra Jack Baillie; Jeanne Garv and Dr. William Fullo executive director of the Coo dinating Commission f Postsecondary Education.

Educational Inbreeding

Nebraska's Department of Education is trying to develop a comprehensive plan for a statewide program of career education, and to this end has created an advisory council.

This is not a bad idea. Career education seems to be a current preoccupation of educators near and far. An advisory group that can provide some input from the so-called world of work should be useful. Indeed, the department defines one goal of the council as incorporating knowledge of job opportunities into classroom instruction from elementary through high school.

Curiously, though, the council as now constituted is short on representation from outside the academic field.

As a matter of fact, only one member, Jim Strand of Lincoln Telephone and Telegraph Co., comes from the business world. Of the other eight, one represents teachers, one is with the Nebraska Coordinating Commission for Postsecondary Education, and six are from the state education department itself.

So it sounds like the professional educators will be getting their advice from professional educators. There's no reason, of course, why such people shouldn't be on the advisory council. But if the group is to have maximum value — and credibility — surely its membership ought to be expanded to include representatives from labor, business, industry and perhaps other state or community agencies.

Dept. Announces Career Education, ted Child Plans, State Aid Payments

ebraska Department of n is developing a state exte[illegible] career education all [illegible] in the state.

pment officials Jeanne and Tom Schreer are the plan based on in- n gathered in six region- ngs across the state. public school and personnel interested in ducation attended those , and will be involved in g the program, Schreer

tion officials also an- the receipt of a $50,000 om the U.S. Office of Education for a gifted child education program to run through August 1977.

A model training program for elementary teachers will be implemented, according to Diane Dudley, state director of programs for the gifted. Teachers will be identified and oriented to creative and productive materials to use in training other teachers for the program, she added.

The state department also announced that the first payment of state aid totalling $[illegible] was mailed to Nebraska school districts last week. This comprises the first payment of the fiscal year and includes approximately one tenth of an appropriation of $10 million to be distributed on a straight average daily membership basis.

Officials also noted that school districts with aggregate monthly payments of less than $200 will be paid their total annual allocation in two or less payments, as provided for in a bill enacted in the last legislative session.

Although 1,100 districts have applied for state aid and will receive payments, only 378 were at or over the $200 monthly payment mark in September, officials said.

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antzi named to state council

Julie Jantzi, Milford High School acher, has been recently appointed to e State Advisory Council for Career ducation by Commissioner Anne mpbell and the State Board.

Jantzi comes to the council with a story of work in Career Education ich began in 1971 when the Milford blic Schools received a federal grant develop a pilot study project in rural ools. She has written over 50 career ated teaching units and has received e and national recognition for these ts.

he has also served as a consultant for State Department of Education in raska, as a consultant for the mmissioner on Career Education and e IX, as a consultant to Dr. Ken Hoyt, W Director of Career Education, as a ultant for the National Assessment of Educational Progress and as a nominee to the National Advisory Council, Washington, D.C.

The State Advisory Council is to review and revise the current career education position paper, including the definition and status of career education and recommend adoption to the state board.

Election Forces Classrooms Shut

North Bend, Ore. (AP) — Books checked in, lockers cleaned out, halls empty — school was out. It looked like summer vacation, but North Bend's schools had closed for lack of money. And they'll stay that way at least until Nov. 3.

"People didn't think this could happen, right up to the curtain call," said Robert Bordner, principal at North Bend Junior High School. "I didn't think North Bend would come to this."

Voters in this lumber town of 9,[illegible] in southwest Oregon rejected the school system's proposed budget Sept. 21. Not until the general election Nov. 2 will they get another chance to provide funding — and reopen the schools.

Seniors Move Out

"The realization that the schools really are going to close down is just beginning to set into the community," Ken Stobie, principal at North Bend High School, said just before schools closed the day after the election.

He said he had been assured that the district's 235 high school seniors would still be able to graduate despite the shortened year, but some of them aren't taking chances. They are planning to move in with relatives in other school districts.

As classrooms emptied, there was no sign of the joy that usually comes with the last day of school. The football team has forfeited its games. And, 17 days into the new school year, many students were just getting adjusted to new friends and classes.

The school district's residents rejected by a vote of 2,[illegible] to [illegible] a proposed budget of $4.04 million for the year. They will vote Nov. 2 on a reduced $1.65 million budget.

"A lot of people just don't like how much the budget people spent. They pulled the wool over the eyes of the voters and the taxpayers," said Roger Hart, 15, a high school sophomore.

Many parents checked out textbooks for the unexpected vacation, and some teachers are recommending specific things to study.

"I'm sending home suggestions for parents to follow to keep their children progressing," said Virgie Colpen, a first grade teacher. "They're just about to go into reading books. When they come back they'll need a couple of weeks of preparation just to get back to where they were."

Governor Adamant

"It's upsetting everything students have learned to this point, upsetting their future, just upsetting things in general," said Jo Lane, a counselor.

Only the legislature can call an election in Oregon, and Gov. Bob Straub has refused to summon lawmakers for a special session for North Bend. Straub said there is no guarantee that

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Career Studies Workshop Set

SCOTTSBLUFF — A workshop on career education and the College-Level Examination Program (CLEP) for junior and senior high school counselors will be at 10 a.m. Monday in Nebraska Western College.

Rod Flesman is the featured speaker on career education. Flesman is the Chadron State College representative at NWC and a consultant for career education in the U.S. Dept of Education and the State Dept. of Education.

June Hunter, director of adult basic education and the Independent Learning Center at NWC, will speak on CLEP.

Delbert Smith, director of financial aids, will discuss computer-based programs for high schools in career education. NWC Counselor Jean Roberts is coordinating the workshop.

Schools expected to participate in the workshop include Morrill, Mitchell, Scottsbluff, Gering, Minatare, Harrison, Bayard, Big Springs, Lewellen, Hyannis, Alliance, Chadron, Hay Springs, Gordon and Torrington.

JAN

UNIVERSAL Press Clipping Bureau

Best Education

Fremont — In response to your editorial Jan. 7, "Educational Inbreeding," the State Advisory Council for Career Education consists of 23 acting members and four exofficio members. Of the 23 members, there is representation for the following groups: The State Department of Education, higher education, government, business, industry, labor, local school administration, counselors, teachers, vocational education, parents, students, minorities and equal rights.

Contrary to your remarks, the council is not one in which educators are advising educators. Rather, the advisory council seeks the advice and assistance of those outside of education, as well as specific educational groups.

As a representative of the business community and acting council chairman, I feel the council represents a commendable effort on the part of the Department of Education to utilize the expertise and resources of educators, as well as non-educators. This type of effort can only result in a more

Nebraska Observer, Kimball — Page 5

Morehouse on advisory council

Charles Morehouse, guidance counselor at Kimball County High School, has been appointed to a 1-year term on the Nebraska State Advisory Council for Career Education.

The Council will provide information for the development of a state plan for career education and will seek support for career education from business, labor, industry and other agencies. They will also make recommendations to the State Board of Education.

Student, educator are named to committee

Karen Sanzo, a senior at Bellevue High School, and Joseph Arn, coordinator of Vocational Education for Bellevue, have been named to the Nebraska Advisory Council for Career Education for the State of Nebraska by the State Board of Education.

The 27 member committee comprised of leaders from business and industry, labor, government, students, parents, and education met Dec. 16 in Lincoln to assist in the development of career education in Nebraska.

Miss Sanzo is one of two students on the committee while Arn represents vocational education.

Arn stated that the Nebraska Department of Education has received a $45,000 grant to establish career education programs in Nebraska schools. The advisory committee is required by federal law to ensure the [illegible] and [illegible]tion programs in Nebraska.

Miss Sanzo commented that career education does not replace any present forms of instruction, but rather permeates the total instructional program. In general terms, career education allows a student to explore all areas of careers so that he will be able to make satisfactory career decisions throughout his lifetime.

Miss Sanzo and Arn will work on several task forces this year advising the State Department of Education staff as to the needs and problems of local schools concerning career education.

UNIVERSAL Press Clipping Bureau

Maxine Allard named to Advisory Council

Maxine Allard of Valentine has been appointed to a two year term on the Nebraska State Advisory Council for Career Education. Mrs. Allard represents Valentine Elementary School.

The Council will provide information relating to the development of a state plan for career education. Members of the Council will also assist in making recommendations to the State Board of Education.

The Council will seek to generate support for career education from business, labor, industry, various agencies and service groups.

"A great deal of interest incorporating career education into classroom activities has been developing and the council will assist in developing a comprehensive plan for such a state wide program" said Tom Scherer, career education consultant for the Nebraska Department of Education.

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Mary Horan Appointed To Advisory Council

Mary Horan of Heartwell has been appointed to a two-year term on the Nebraska State Advisory Council for Career Education. Horan represents Equal Rights.

The Council will provide information relating to the development of a state plan for career education. Members of the Council will also assist in making recommendations to the State Board of Education.

The Council will seek to generate support for career education from business, labor, industry, various agencies and service groups. "A great deal of interest incorporating career education into classroom activities has been developing and the council will assist in developing a comprehensive plan for such a state wide program" said Tom Scherer, career education consultant for the Nebr. Dept. of Education.

Nebraska Advisory Council For Career Education

Mr. Hamilton F. Mitten
Chairperson of Advisory Council
Board Chairman
State Savings & Loan Assoc.

Mr. Jack Baillie
State Department of Education

Dr. William Fuller
Executive Director
Nebraska Coordinating Commission for Postsecondary Education

Senator George (Bill) Burrows
District 30
Nebraska State Legislature

Mr. Glen Strain
Assistant Commissioner for Vocational Education
State Department of Education

Senator Ernie Chambers
District 11
Nebraska State Legislature

Mr. Jim Strand
Lincoln Telephone & Telegraph

Mr. Charles Dial
AFL/CIO Representative

Mr. Dick Hawkins
United Steel Workers of America Representative

Dr. Howard Ledbetter
Dean of Education
Chadron State College

Ms. Lavonne Plambeck
College of St. Mary

Dr. Clifford Dale
Superintendent
Grand Island Public Schools

Ms. Maxine Allard
Principal
Valentine Elementary School

Mr. Charlie Morehouse
Counselor
Kimball High School

Mrs. Julie Jantzi
Teacher
Milford High School

Mrs. Mary Horan
Equal Rights Representative
Heartwell, Nebraska

Ms. Linda Horn
Teacher
Cody Elementary School
North Platte

Mr. Dick Halama
Nebraska State Education Assoc.

Dr. Joe Arn
Vocational Coordinator
Bellevue Senior High School

Mrs. Roselyn Stormo
Parent
NPTA Representative

Mr. Doug Collins
Student
Orleans High School

Mr. Fred Rodriguez
Equal Education Consultant
State Department of Education

Miss Karen Sanzo
Student
Bellevue High School

For further information, call or write:

Career Education Coordinator
Nebraska Department of Education
Mailing Address: Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509
Phone: (402) 471-2476

Career Education In Nebraska

. . . a cooperative effort of schools, colleges, business, industry, agriculture, labor, state and local agencies, individuals and civic organizations working to develop Career Education

A Summary of Career Education for the Local Level

Nebraska Department of Education
Anne Campbell, Commissioner of Education
Mailing Address: Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509

Career Education - A Concept

Career Education is a term for a new focus on education. It provides a process for organizing educational experiences for all students at all levels of education to meet individual needs for *career preparation.*

Career Education is a term which integrates career related components and activities into all education. It reinforces basic education and traditional subject instruction in such a way as to make them more related to the life experiences and needs of the student.

It is intended that educational personnel at every level should integrate and emphasize the following areas:

- The development of a positive concept of one's self through *self awareness* and acquiring an awareness of *career information.*
- *Orienting* and organizing *work experiences* for ALL students in a variety of career choices.
- Providing ALL students with specialized preparation or training for temporary or permanent *placement* in the world of work.
- The development of *attitudes* and an *appreciation* of careers which permit ALL students to make appropriate *career decisions.*
- Education which continues throughout one's total living and learning experiences.

What's Happened In Nebraska With Career Education?

Career Education was formally introduced at Alliance in 1968 and followed by Omaha, 1971; Milford, 1972; Lincoln, Ashland, Kimball, Allen, Lexington and Sidney, 1974, a federal and local effort involving rural and urban schools.

Approximately 115,000 students are presently enrolled in school districts, which have introduced Career Education concepts into their instructional program.

A Recommended Role For The State Department of Education

The SDE should coordinate career education in Nebraska by:

- Developing and making available resource guides for local school districts to use in implementing career education.
- Incorporating career education concepts into all department activities, such as workshops, inservice, materials and curriculum.
- Developing procedures for implementing career education concepts into requests for state funding.
- Determining criteria for evaluating career education.

The SDE should provide leadership in career education activities by:

- Establishing student outcomes for career education.
- Identifying persons and processes which can be used to communicate career education concepts for the school district.
- Assisting the local district in identifying needs for career education.
- Providing educational and technical assistance and resources in planning and implementing career education.
- Providing financial support for school districts initiating career education activities.
- Assisting in evaluating the implementation of career education.

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Implementation Guides For Local School Districts

The following guides have been developed by the Nebraska Resource Team for Career Education and are available from the State Department of Education. Staff from the State Department and practitioners from regional career education systems would assist school districts planning to implement career education.

- Overview of Career Education K-12
- Administrative and Management Procedures for Implementing Career Education
- Staff Development for Career Education
- Developing Community Resources
- The Elementary School and Career Education
- The Junior High School and Career Education
- The High School and Career Education
- Developing a Career Education Placement Program
- The Evaluation of Career Education
- Post Secondary Career Education

CAREER EDUCATION NEWSLETTER
Volume 1, No. 4

Nebraska Department of Education
Spring 1977

STATE PLAN MEETINGS

As of 5-6-77, three of the Regional Planning Committees have had meetings to review the proposed State Plan. There have been excellent reactions and suggestions coming from the groups and the input will make a much better and relevant plan for all of those involved. The plan will be revised this summer and another round of meetings will be held in the fall to present the suggestions we have received.

The last three meetings will be held on June 1, in Norfolk, May 18th in Kearney, and June 6th in North Platte. The meetings have been well attended and many concerned individuals have indicated the need for a coordinated effort to reach the schools and public to develop support for career education.

As we complete the revisions for the State Plan and the proposed Position Paper, we will disseminate in a similar manner. Any comments which you may wish to send us would be happily received.

STATE ADVISORY COUNCIL MEETING

On April 18, 1977, the State Advisory Council met at the Cornhusker Hotel in Lincoln. Most of the members were able to attend and share in the discussion. Task Force reports from the Task Forces on Policy and Organization, State Plan and Communication & Research were given and discussed during the morning session.

After lunch, the proposed Position Paper was discussed in small groups and then reviewed by the total Council. Many suggestions were given and recommendations for revisions received. Such comments and suggestions are what will create an appropriate plan of implementation for Nebraska.

CAREER EDUCATION GUIDES

A team of resource personnel have been identified to develop guides for local school districts to plan for career education. These are practicing teachers and administrators who are deeply involved in career education activities in their districts. We feel that this group will bring a relevance and practicality to working guides which can be used by the local school staff in implementing career education.

The topics have been selected for initial writing and will be available for dissemination this fall:

1) An Overview of Career Education: K-12
2) Administering and Managing Career Education
3) The Elementary School and Career Education
4) The Junior High School and Career Education
5) The High School and Career Education
6) Staff Development in Career Education
7) Involving the Community in Career Education
8) Placement in Career Education
9) The Evaluation of Career Education
10) Post Secondary Career Education Activities

CAREER EDUCATION LEGISLATION

H.R. 7 passed the House of Representatives by a 398 - 14 vote with minor changes. Senator William Hathaway of Maine introduced S-1328, the Career Education Implementation Incentive Act of 1977. The Bill was referred to the Committee on Human Resources chaired by Senator Clairborne Pell of Rhode Island. However, there is some question whether the Bill will be passed this year because of the lateness of its introduction.

S-1328 includes less funding and adds "post secondary education" as well as additional specific funding procedures, which will expand career education.

FOLLOW-UP SURVEY

During the fall, a survey of school superintendents (K-12 & 7-12) indicated 203 schools which were interested in Career Education. A follow-up of those schools indicated that 28 of these districts had implemented some career education activities since that time and two others are planning to implement next year. This makes a total of 87 school districts (that we are aware of) which are involved in career education. As we have seen, it is a concept that is just aching to get started and with the development of a State Plan, we hope that we can help many more schools to get started next year.

WORKSHOPS IN CAREER EDUCATION

The University of Nebraska-Lincoln will offer an Agriculture Career Workshop Tour from June 27-July 1. Dr. Marcey McKibben indicates that this workshop is designed for students in agricultural education, elementary and secondary teachers, and counselors.

Participants in the workshop will study the relationship between Nebraska's resources and utilization of the resources, major concepts and careers which categorize Nebraska as an agricultural state.

The first two weeks of the workshop will take place on campus with many outstanding agricultural resource people presenting the basic content. The third week will be a tour to major agricultural businesses around the state. The last two weeks will be spent using materials, information, and experiences to complete individual projects.

For additional information, contact the Workshop Director:

Dr. Marcey McKibben
206 B Teachers College
University of Nebraska-Lincoln 4-D
Lincoln, Nebraska 68588
(402) 472-2230

The Montessori Education Center at the College of St. Mary's will be offering a workshop in "Teaching Career Education Today" from July 5-8.

LaVonne Plambeck, instructor for the workshop, describes the four day session:

> "In our summer workshop, we will assist you in building a comprehensive systematic, and cohesive plan of instruction that can provide each of your elementary students the tools for decision-making. A child must consider his responsibilities as a citizen and as a social being, his physical and mental health, and his future occupation. We'll help you help him."

For additional information about the workshop, contact:

LaVonne Plambeck
Montessori Education Center
12602 Pacific Street
Omaha, Nebraska 68154
(402) 333-3451

DOANE CONFERENCE

Dr. Ken Hoyt and over 100 counselors, counselor educators and administrators attended a joint conference sponsored by Doane College and the State Department of Education. Dr. Hoyt came to review the Doane Career Development Program as a national model for liberal arts colleges.

A few comments by Dr. Hoyt included: " . . . we need to introduce a sense of meaning and meaningfulness, a sense of purpose and purposefulness into their teaching-learning process by both the students and themselves. Career education's just a vehicle for doing this. The goal: the youngster sees there is a reason for learning what is being taught today."

Hoyt had a lot to say about education as preparation for work. He said "if we're not preparing people for work, then we must tell that to the students and to their parents. What Career Education is trying to do is simple: We want every person in the U.S. of America to want to work, we want every person in the U.S. of America to get ready to work and we want every person in the U.S. of America to go to work and engage in work that is satisfying to that individual and beneficial to society."

Hoyt had a number of things to say about the Doane program:

"Doane is carrying through a bona fide career education effort in that they have career awareness, exploration, decision making, and experiences for students and that they are putting an emphasis at Doane on education as preparation for work." (Hoyt defines work as conscious effort aimed at producing benefits for oneself and/or for oneself and others.)

"They (Doane) are using the liberal arts as adaptability skills. They are using the liberal arts as the liberating arts - as a way a person can get total meaning from their life style."

After Dr. Hoyt's presentation, a short statement of SDE activities related to career education was given. The conference members then had an opportunity for a short reaction to the proposed plan of implementation. A number of excellent comments were given.

As the guidance phase of the state plan becomes emphasized, members attending the conference will be asked to participate in developing this component. In addition, each of the members will be able to participate in the regional meetings as the state plan is developed.

RURAL CAREER ED WORKSHOP

On April 18-21, the Cashmere School District in Cashmere, Washington held a Rural Career Education Workshop in St. Louis, Missouri.

Topics ranged from "How to Use Parents and Leisure Time" to "The School Administrator and Forming an Advisory Council." Approximately 50 different sessions were hosted by practitioners from the Cashmere School District staff and teachers from Missouri and Iowa.

Key issues presented during the conference were: (1) students are major resources; (2) schools under-utilize parents; (3) locally produced curriculum materials are the most appropriate; and (4) incorporating community resources is an important component of career education.

Suggestions for career education procedures and units were presented. Excellent guides were available which will be useable for inservice activities.

GRANT APPLICATIONS

On March 15, the Department of Education resubmitted an application to the U.S. Office of Education for asssistance in developing the State Plan for Career Education.

The proposal is designed to plan for the implementation of career education in grades K-12 in Nebraska.

In order to achieve this goal, the project has five major goals:

1) To assess the needs of students and teachers.
2) To survey the needs of community organizations and agencies.
3) To identify existing and potential resources for career education.
   a. To seek the advice and assistance of the State Advisory Council for Career Education and the Regional Planning Committee for Career Education.
   b. To validate planning and implementation strategies.
4) To develop one-year and five-year goals and objectives for implementing career education
5) To plan strategies for implementing career education at the state and local level.

During the year, the Department of Education plans for twelve schools to participate in developing, refining, and validating this planning process for career education.

Other applications for career education submitted to the U.S. Office of Education were from Chadron State College, University of Nebraska-Lincoln, and Offutt Airforce Base in Omaha.

The U.S. Office of Education should make announcements of grant awards by June 30, 1977.

EXPERIENCED BASED C.E. IN NEBRASKA

Two school districts in Nebraska are involved in Experienced Based Career Education. Lincoln Public Schools received a grant in 1976 to model EBCE in each of the four high schools. Grand Island City Schools will begin modeling EBCE in July, 1977.

Experience Based Career Education is one approach to career exploration for students. Students learn about the world of work by using the community as a resource. Along with an exploratory experience in the community, students utilize the school as a learning resource to upgrade skills in areas of decision-making and communications.

Project Director for Lincoln Public Schools is Carl Spencer. Working with Carl are four EBCE coordinators at each of the four high schools. Judy Roderick at Lincoln High School has developed a pilot EBCE program this year involving 13 students who explored occupations in the community. Other coordinators include Ann Barry at East High School; Joyce Anderson at Southeast High School; and Carol Hiskey at Northeast High School.

The coordinators are involved in developing academic resource centers, and a career planning sequence. In addition, all four coordinators are responsible for identifying community sites for students' exploratory experiences.

Lincoln Schools will involve approximately 100 students next fall in exploratory experiences in the community.

Grand Island will begin planning for modeling EBCE in July. Project Director, Bernie Terman indicates he will be involved in inservice and preparatory activities from July to September.

By October, twenty-five students will be involved in community based experiences with an additional 50 students to follow in the second semester.

Bernie will be assisted by two project staff members who will establish sites in the community for exploratory experiences and coordinate classroom experiences with exploratory experiences.

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CAREER EDUCATION NEWSLETTER
Volume 1, No. 3

Nebraska Department of Education
Winter 1977

On December 10, 1976 the State Board of Education approved the following 27 members of the State Advisory Council for Career Education.

Mr. Jack Baillie, Mr. Glen Strain, and Dr.William Fuller-State Department of Education and Higher Education, Senator Bill Burrows and Senator Ernie Chambers-Government, Mr. Hamilton Mitten and Mr. Jim Strand-Business and Industry, Mr. Charles Dial and Dick Hawkins-Labor, Dr. Howard Ledbetter and Ms. Lavonne Plambeck-Higher Education with Educational Personnel Preparation Programs, Dr. Clifford Dale and Ms. Maxine Allard-School Administrators, Mr. Charlie Morehouse-Counselors, Ms. Julie Jantzi, Linda Horn and Dick Halama-Teachers, Mr. Joe Arn-Vocational Education, Ms. Roselyn Stormo-Parents, Doug Collins and Karen Sanzo-Students, Mr. Fred Rodriquez-Minorities, Ms. Mary Horan-Equal Rights and Commissioner Anne Campbell, Ms. Jenne Garvey, Dr. Tom Scherer, Mr. Roger Hudson and Mr. Jerry Kromberg-Exofficio Members.

On December 16, 1976, the first meeting of the Council was held in the new State Office Building. This meeting was an organizational meeting to discuss the role and function of the Council and to determine task forces, which will be needed to give direction for the State Plan for Career Education.

The following Task Forces have been developed:

Task Force on Definition & Organization shall:

1. define the relationship between the Advisory Council and the State Board of Education.
2. determine the role of the Advisory Council.
3. assist in designing an orientation to career education for other members of the Council.
4. review the current position statement of career education.

Task Force on State Plan shall review the:

1. Needs Assessment Instruments
2. Needs Assessment data
3. draft of the State Plan and make recommendations

Task Force on Communications and Research shall:

1. review the implementation of career education in other states.
2. inventory career education activities in Nebraska and other states.

Task Force Meetings

The State Plan Task Force met on February 7th at the College of St. Mary's, Omaha to discuss the needs assessment instruments developed. The Task Force discussed and reviewed the instruments and approved their administration to teachers and students.

The Task Force on Organization and Definition has been meeting monthly to complete the review of the Position Paper on Career Education.

An April meeting is still anticipated for the total Advisory Council to review the first draft of the State Plan. Each member will receive a copy of this draft prior to the meeting so that members will be able to make suggestions, raise questions regarding the total program.

County Superintendents

At the annual fall meeting of the State Class I County Superintendents, Tom Scherer, Career Education Consultant, presented the status of the development of Career Education State Plan in Nebraska.

Of the 33 County Superintendents attending six indicated their districts were involved in career education activities. Most of the rest of these administrators wished to know more about the State Plan .

Regional Groups

Jenne Garvey, State Coordinator for Career Education, visited Grant, Nebraska to assist them in developing their program; presented the State Career Education orientation to a class in Scottsbluff and met with the Mid-Plains Regional Planning Committee.

The variety of concerned groups interested in career education is indicative of the kind of support for this grass roots movement in education which is developing across the state.

State Survey

A postcard survey of 359 school districts (K-12 & 7-12) indicates a total of 60 districts offering some activities in career education and 203 superintendents indicating an interest in learning more about career education. This list of these school districts indicates a state-wide interest among large and small districts state-wide.

Regional coordinators and ESU Administrators have received information regarding those school districts involved or interested in career education. This information would be useable for developing workshops for career education in various regions or areas.

ESU Administration

A meeting with ESU Administrators indicated interest and support for career education. A member of the NDE staff would be available on request to meet with superintendents interested in organizing and planning for career education activities. A major concern would be the amount of money available to develop such a curriculum. Federal grants are available to help in such programs.

While deadlines for grants have passed, those interested in seeking funds for career education projects need to be aware that planning should begin for next year. HR 7 has been introduced by Carl Perkins on January 4, 1977 and is seeking more funding for $275,000,000 during the 1978-83 fiscal years. School districts need to determine how best to use such funds which may become available.

Needs Assessment

An assessment of the scope of activities among the 60 school districts operating career education programs in the state will be undertaken in February. Such information will be helpful for base line data on the state's current programs.

Additional surveys will be taken of teachers, students and business/community groups to determine the needs of these populations. These results will be the basis for future developments within the state for career education.

It is anticipated that the student and teacher instruments will be available to be used by any district planning to do a needs assessment for their local district.

North Bend Career Education Workshop

An all day Career Education workshop will be held at North Bend Jr-Sr High School on Monday, January 31, 1977. A number of sessions are planned during the day, presenting the many types of activities relating to career education.

American Legion

In January, the Executive Committee of the Nebraska American Legion voted to support and recognize career education in Nebraska. A Committee within the American Legion will be responsible for determining the extent and type of recognition to be given to such school district activities.

Three hundred members of the Legion and Auxiliary meeting at Columbus viewed the film "Getting It Together" and asked questions about Career Education in Nebraska. This group is the first service group in the State to vote their support for career education.

Nebraska Council on Teacher Education

Members of the Career Education staff presented career education concepts and activities to the Nebraska Council for Teacher Education at their winter meeting at Union College in Lincoln. The inservice and preservice needs of teachers and students will require the involvement of teacher educators with a strong commitment to the concepts of career education.

Awareness Session

School Superintendents in Southeast Nebraska met at Auburn, Nebraska to discuss planning for career education for their systems. Guidelines and steps in the planning process were presented and discussed. Interested administrators are planning to meet with their staff to discuss the process.

Chambers of Commerce

The development of the State Plan for Career Education and its involvement with the business and industry community discussed at the State Conference of Nebraska Chambers. The cooperation between the Chamber, Department of Education, School Districts and community organizations is needed for adequate planning to produce the best in education for today's student and future leaders.

Follow-Up to Houston

A meeting of participants to the Houston Conference on Career Education and members of Regional Planning Committees for Career Education met on January 28-29 at Kearney, Nebraska to discuss the development of career education in the state.

A management committee will meet all day February 18, to discuss components of an implementors handbook. A resource team of practitioners will meet to develop these packets for each area. The total product will be completed by August 1, 1977.

Planning Grant for Next Year

Federal guidelines indicate that during 1977-78, additional planning will be done to refine and extend this years project. Work completed this year will be validated in 1977-78 so that a more complete State Plan would be implemented in 1978-79.

During this spring, 10 pilot school districts will be identified to evaluate materials developed during this year. Letters to those schools interested in developing career education and 10 of those schools will be selected to test the published instruments and processes suggested.

National Meetings

There was a great deal of support and direction given to Career Education from the National Institute of Education meeting, held in San Francisco, February 1-4, 1977. National direction indicates that educational priorities will shift to the 18-24 year old population in a non-education setting. It would appear as if much more community participation will be a part of education in the future.

The National School Boards Organization meeting in Phoenix has also indicated a strong interest in career education. More participation will result from the activities of this meeting. The School Board's are holding six meetings during the year and career education is a part of the agenda at each Conference.

State Plan Progress Report

At the present time the instruments for teachers and elementary and secondary students, have been approved to be used in a needs assessment. These instruments, which will be validated and available for other districts to survey their local needs. The selected school districts will be representatives of the state population.

During early February, these instruments will be administered and the results will be available from the computer by early March. Drafts of the Plan will be reviewed by the Advisory Council Task Force and with a final draft completed by the middle of April. This would permit the total Council to approve the Plan and submit the document to the State Board of Education for approval at its May meeting.

Identification of Resources within the state is an important component of the Plan and will require concentrated efforts prior to June 30. Many resources and materials are available and the dissemination of such resources will be a significant factor in the success or failure of career education activities.

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CAREER EDUCATION NEWSLETTER

This newsletter is intended to communicate to all interested persons in the state regarding career education. If you find others who should receive this information, please send us their name or, better yet, pass your newsletter on to them.

Other possibilities if you want to write or if you want to exchange ideas, please send them in and we'll share your recommendations and accomplishments. A paragraph or two is fine—longer if you wish.

REGIONAL GROUPS

At the present time, we have met with the Omaha and Lincoln regional groups a couple of times. Specific goals and objectives are being developed by these groups to extend career education in the area. Also, Jenne presented "What's New in Career Education" at a sectional meeting of NSEA in Omaha on October 27. Twenty-eight people were present with many secondary teachers looking for ideas and materials regarding career education.

COMMUNITY GROUPS

We have had contacts with the Nebraska American Legion and PTA regarding their participation in Career Education activities in Nebraska. The Chambers of Commerce in a couple of cities are very concerned that they become a part of this program, wherever it is implemented. There seems to be a developing sense of participation by the business community in sharing in the evolution of career education with the public schools. Through cooperative efforts a number of schools are encouraging an exchange between educators and business leaders. A step in the right direction.

CAREER EDUCATION AT THE UNIVERSITY OF NEBRASKA-LINCOLN

UNL's Career Action Commission is also developing and expanding their activity. Their major present project is a comprehensive handbook for faculty advisors to be used in advising students. The Handbook incorporates essential aspects for the completion of programs at UNL. This is a big group with a big job, but their membership has its sights on some major concerns which really will be helpful to students, staff, and community. We hope other colleges and universities can get together similar interdisciplinary, multigroup committees to focus on problems and procedures of involvement with career education.

CAREER EDUCATION IN LIBERAL ARTS

Doane College has received a 1.25 million dollar federal grant to integrate Career Education into the liberal arts curriculum according to Dr. Richard Dudley. We're finding a lot of efforts operating at other teacher education institutions also.

NEED ASSESSMENT

We have preliminary instruments developed in order to assess the state of Career Education in Nebraska. Teacher education institutions, the business community of selected areas, and elementary and secondary teachers, counselors, and administrators will be surveyed regarding their perceptions and needs. This will give us some additional insights into components of the State Plan.

CAREER EDUCATION AND TEACHER EDUCATION

Dr. Rod Fleeman, Chadron State College, was invited by Ken Hoyt to attend a Career Education Mini-Workshop for Higher Education. Rod was one of 12 persons involved in the 3-day discussion held in Washington, D.C. It seems as if Career Education is being approached at all levels of preparation.

HOUSTON CONFERENCE

A total of 19 people from Nebraska attended the Houston Conference. A total of approximately 8500 interested participants shared together in presenting and learning about Career Education. Both past and present Commissioners of Education, Sidney Marland, T. Bell, and Ed Aguirre spoke to the Conference regarding the need and potential of Career Education.

An initial attempt at determining direction for Nebraska was undertaken by the group. There was not enough time to complete all of the activities planned so the group decided to meet again. Sometime early in December a meeting will be held to make suggestions and recommendations.

The following people were present at the

(more)

Nebraska Caucus on November 9th:
Betty Barr - Career Education Consultant, Omaha Public Schools
Ann Barry - EBCE Project, Lincoln Public Schools
Bonnie Bothe - Career Education, East High School, Lincoln
Mike Brooks - Counselor, Westside Public Schools
Jane Davis - Assistant in Career Education, Lexington Public Schools
Jenne Garvey - State Coordinator of Career Education, NDE
Jerry Gruber - Student Personnel, Southeast Technical Community College
Roger Hudson - State Director of Student Personnel Services, NDE
Julie Jantzi - Teacher, Milford Public School
Irene Johnson - Instructor, UNL Extension
Larry King - Principal, Lyons High School
Janet Krause - Counseling Center, UNL
Gary Meers - Special Vocational Needs, UNL
Don Myers - Vocational Counselor, ESU Number 3
Marlin Nelson - Assistant Superintendent, Ralston Public Schools
Tom Scherer - State Consultant of Career Education, NDE
Carl Spencer - Career Education Coordinator, Lincoln Public Schools
Ralph Thorp - Principal, McPhee School, Lincoln
Jim White - Counselor, Lexington Jr. High School

As we plan our Regional Advisory Council meeting again, we will be reporting and incorporating information and materials gleaned from the Conference. We hope that those who attended will also be planning before then as to how they can implement some of the ideas and programs which came from Houston.

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OVERVIEW OF CAREER EDUCATION

THOMAS SCHERER
Nebraska Department of Education
RODNEY FLEEMAN
Chadron State College

CAREER EDUCATION MONOGRAPH NO. 1
NEBRASKA DEPARTMENT OF EDUCATION
AUGUST 1977

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EDITOR'S PREFACE

The purpose of this series of monographs is to depict ways of using career education as an organizing theme around which all of education can be unified and by which the relevancy of education can be restored to a greater number of people. Specifically, the monographs are designed to assist teachers, administrators and ancillary personnel in the planning, development and implementation of efforts called for by career education. To educators involved in career education, these booklets can serve as a handbook and guide for improvement and expansion of efforts. For educators not presently involved in career education and for prospective educators they can provide an orientation to the concept and should help in developing an understanding of needed competencies.

The monographs are not designed to be all inclusive. To be so would require booklength treatment of each of the titles presented. However, the monographs do present a paradigm for implementation accompanied by suggested guidelines and practical activities. Each monograph, excluding the first, concludes with "Action Steps." These steps are not presented as a recipe for implementation but rather as a set of functions to be systematically considered in the development of a comprehensive career education effort.

Through career education the educational system can be responsive to both a changing society and to changing student needs. The goal of career education is one that helps students gain the attitudes, skills and knowledge necessary to be rightly proud of themselves and to make a positive contribution to a changing society.

Rodney Fleeman
July 1977

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INTRODUCTION

Career education is a total educational reform aimed at providing individuals with the capacity to function in their different life roles: vocational, economic, community, home, avocational, and aesthetic. It recognizes the centrality of careers and develops this theme through a wide range of school and community based activities. Through career education, a systematic attempt is made to broaden an individual's knowledge of career options and to facilitate more rational and valid career planning and preparation.

Educational practices, to be relevant in today's society, must embody more comprehensive approaches to diagnose where students are in their career development, in their success with learning, in their interests, and in their value formulations. Equally important is the need to make available large numbers of learning experiences which can be related to individual needs and capacities. In the final analysis, the objective of education built around a career education theme must be the development of the individual, not the needs of the labor market.

Career education is not a totally new concept to education. Educators and non-educators alike, have identified its antecedents in the philosophies and practices which have existed throughout the history of formal education. Its goals do not differ markedly from those embraced by American education for over half a century. The seven cardinal principles of education espoused by the Commission for the Reorganization of Secondary Education in 1918 have a very contempory ring. Key emphasis was given to "vocational preparation, citizenship, and the worthy use of leisure time."[1]

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DEFINITION OF CAREER EDUCATION

From the time of its inception, the concept of career education has been in search of a universally acceptable definition. The reason stated by the U.S. Office of Education for not clearly defining career education was to prevent restraints from being placed on innovators and theorists of the concept. However, the U.S. Office of Education did establish a philosophical position by stating:

> *Career education should be the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value system, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.*[2]

As a result of the position taken by the U.S. Office of Education, numerous interpretations of the concept have emerged. In keeping with the position established by the U.S. Office of Education, the Nebraska Department of Education has defined career education as:

> *Career education is the total effort of educational agencies and the community aimed at helping all individuals to become familar with the values and skills of a work-oriented society, to integrate these values and skills into their lives in such a way that work becomes possible, meaningful and satisfying to each individual.*

HISTORICAL PERSPECTIVE

In 1971 a call for change in education was issued by the U.S. Commissioner of Education, Sidney Marland. In his keynote address to the National Association of Secondary School Principals, Dr. Marland gave birth to the reform movement called Career Education.

Even without formally defining the concept, the movement began to develop and grow. Central to this growth were these parameters:

1. Career education is to be an integral part of the total curriculum for all students.
2. Career education is a life-long process, that is, beginning with birth and extending throughout an individual's life.
3. Career education is to ease the transition from full time schooling to full time employment.
4. Career education is a collaborative effort among a number of different populations. Among these are the school; the business, industry, labor community; and the parents.
5. Career education is not a synonym for vocational education.

These parameters gave direction to the undefined concept of career education.

In 1972 the Nebraska Department of Education, with leadership from the Commissioner of Education, strongly supported the concept of career education. A position paper published by the Department urged local school districts and institutions of higher education to become actively involved in the movement.[3]

By 1974 career education had gained national impetus through the establishment of the Office of Career Education within the U.S. Office of Education. Dr. Kenneth Hoyt was appointed director of this office.

The same year Nebraska established the position of State Coordinator of Career Education within the Department of Education.

In 1976 funds were received by Nebraska from the U.S. Office of Education to initiate short and long range planning for career education. At this time a State Advisory Committee for Career Education was formed. The purpose of this committee was to strengthen the career education effort within the state by assessing needs, establishing priorities, providing visibility, developing policy, and recommending legislation.

Another milestone in the short history of career education was the first U.S. Commissioner's Conference on Career Education held in 1976. Over 8,000 persons attended the conference in Houston to benefit from the more than 300 presentations.

Appropriately, Dr. Sidney Marland was asked to deliver one of the keynote addresses. Dr. Marland's address entitled "Career Education Update" expresses admirably the present position of career education.

> Career education is not a new idea. It was not a new idea in 1971. It has been an underlying concept of civilized people's self-development since the beginning, that is, growing up to work. But somehow, over the generations education had come to mean schooling - and learning had come to mean something that happens only in schools and colleges - and that growing up to work was something that happened outside schools and colleges, and never the twain should meet. Career education's message was and remains, a sincere call for reform, that says the two are rightly inseparable, that work is not mean or repulsive, and that education has a very essential part to play, at all grades, and for all ages, in helping people ready themselves for work - intellectually, socially, economically, emotionally, yes, spiritually. The reform applies to the schools and colleges, but it also asks for reform in those other places that contribute so much to the education of our people outside the classrooms. It asks for new commitments from business, labor and industry, from governments at federal, state and local levels. It asks for a larger order of humaneness from the American people altogether as they attempt to enlighten the lives of others, especially the young, through better education. . . not only that which happens in schools and colleges.[4]

RATIONALE FOR CAREER EDUCATION

Since the American educational system is held accountable for much of a student's personal, social, intellectual, and career development, there exists the responsibility to increase the relevancy of the curriculum to the specific needs of individuals. The implications of such a responsibility requires attention of the part of the educational system to the psychological, sociological, and economic factors of an individual's development.

The psychological emphasis suggests that each child should develop an understanding of himself and his own range of potentials and aspirations, as well as skills in making education/career/life decisions, and that each child needs to be aware of himself in the frame of reference of the world of work.

Sociologically, there must be a focus on helping the child understand the socioeconomic structures of society, and on helping him find a satisfying place for himself within that framework.

Economically, a student must be helped to learn not only the realities of paychecks and family finances, but also the relevance of business, finance, and taxation to his own world. The educational system must bridge the gap between schools and jobs so that the maturing student can perceive and sample the widest possible range of career opportunities. Additionally, the educational system should give the student enough information about himself and about careers so that he will be able to make realistic decisions.

These psychological, sociological, and economic factors are not presently being accomplished by our educational system. Hoyt contends that a serious deficiency exists throughout this nation and that those afflicted with this deficiency are individuals for whom work values fail to exist as a meaningful part of their total personal value system. For literally millions of people, the concept of work no longer holds personal meaning.

To illustrate his point, Hoyt described the presence of six conditions that illustrate this deficiency. These conditions are as follows:

> 1. *Welfare roles are growing at a record rate and include many who are now making no active effort to seek employment.*
> 2. *Growing numbers of employees are dissatisfied with their jobs and are seeking personal happiness through other means.*
> 3. *Employers are increasingly unhappy with the work attitudes of their employees and almost equally unhappy with their work skills.*
> 4. *The current high productivity of the United States is due more to technological advances than to diligence of individual workers.*
> 5. *Other nations are gaining ground on the United States in the production of both goods and services.*
> 6. *The classical Protestant work ethic, for many citizens, no longer represents an acceptable set of reasons for working.*[5]

Other factors which illustrate the need for change in American education were reported in 1974 in *Career Education: Current Trends in School Policies and Programs.* Figures within this report indicated that 2.5 million young people leave school each year without a saleable skill. Included within this number are 850,000 listed as public school drop-outs, 750,000 as graduates from a high school "general curriculum" which prepares students neither for a job nor for further education, and 850,000 as college drop-outs without a degree or an occupational skill. This report continued by stating that these unprepared former students join the ranks of the unemployed or underemployed.[6] Proponents of career education contend that such facts argue strongly for a revolution in American education. They view career education as the kind of revolution needed.

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James Conant expressed the need for change in the educational system when he wrote:

> *I must record an educational heresy, or rather support a proposition that many will accept as self-evident, but that some professors of liberal arts will denounce as dangerously heretical. I submit that in a heavily urbanized and industrialized free society, the educational experiences of youth should fit their subsequent employment. There should be a smooth transition from full-time schooling to full-time employment, whether that transition be after grade 10 or after graduation from high school, college, or university.*[7]

The preceding discussion illustrates a need for change in American education toward the concept of meeting each student's real-life needs. This change may be accomplished through the concepts of career education which relate personal development and self-awareness with the utilitarian objectives of career development and real-world experiences.

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[7]

CURRICULUM CHALLENGES

To maintain a viable and relevant educational system in the midst of the many changes taking place in society and in the world of work, the curriculum must be in a continuous state of renewal. A stagnant curriculum will prohibit youth from obtaining the competencies and attitudes necessary to satisfy the technical and social demands placed upon them by changing and emerging occupations. The curriculum must be directed toward providing students with the skills and attitudes they need to adapt, relearn, retrain, and cope in a changing society. The main focus of the curriculum should be no longer on the past but rather on the development of the knowledge and skills needed to live and work effectively in a changing contemporary society.

The changes occurring in today's society are presenting many problems and challenges to the curriculum. The following are some of the changes that present a special challenge:

1. Society has been transformed from a relatively simple and stable community into a complex and transient place. A few years ago, one could enter an occupation and feel fairly confident that he would remain in that occupation for life. Today, occupations are changing rapidly; new occupations are evolving and old occupations are in a constant state of change. Also, people today are much more mobile than before, moving from one area of the country to another in great numbers. Thus, the curriculum must provide students with skills that will enable them to cope with and adapt to new situations.

2. Technological change is placing increasing demands on the educational system. People today must often negotiate with machines rather than with other people. Machines are now performing many functions previously performed by people, while people must develop the new skills required to operate and monitor these machines. Since technological changes can be expected to continue, the curriculum must provide students with skills and knowledges that will enable them to cope with technological changes.

3. Information is expanding at such a great rate that no one person can be totally knowledgeable in any one area. For this reason, the curriculum must provide students with the ability to distinguish between essential and non-essential knowledge and with techniques for keeping abreast of knowledge relating to their career.

4. Advances in media have opened new horizons while producing positive and negative emotional, attitudinal, and intellectual side effects. Students are bombarded with information through radio, television, magazines and newspapers which affect their attitudes, perceptions, and aspirations. The educator should be aware of the ways in which media affects students' perceptions of occupations and provide students with experiences that will reinforce accurate perceptions and modify inaccurate perceptions. Teachers should also utilize the many types of media now available both in and out of the school in educating their students.

5. The main sources of innovation and change are outside the educational system, thus causing a time lag between reality and what is taught in school. Because of the time required to publish a textbook, all books are to some extent out of date by the time they reach the classroom. Educators are often not aware of many of the innovations and changes occurring in society and therefore are unable to narrow the gap between the real world and the school curriculum.

6. Attitudes of students toward school and work are changing. Students are no longer blindly accepting the attitudes, goals, and beliefs of their parents. They are demanding that the school provide them with an education that is relevant in terms of their interests and life goals. They are looking forward to jobs that will provide them not only with materialistic rewards, but also with an opportunity for self-expression and self-fulfillment.

These are but a few of the major problems and challenges confronting curriculum development. Marshall McLuhan expressed some of the same concerns in this way:

> *Today in our cities, most learning occurs outside the classroom. The sheer quantity of information conveyed by press, magazines, film, T.V., and radio far exceeds the quantity of information conveyed by school instruction and texts. This challenge has destroyed the monopoly of the book as a teaching aid and cracked the very walls of the classroom so suddenly we're confused, baffled.*[8]

ELEMENTS OF CAREER EDUCATION

The most common method to move from the theoretical base of career education to a functional framework is to structure the career education effort around basic elements. As with the different definitions that exist for career education, it is understandable that there also exists a variance in the number and description of program elements.

One model, formulated by the Center for Vocational and Technical Education at Ohio State University, consists of eight elements.[9]

-- Career Awareness
-- Self Awareness
-- Educational Awareness
-- Economic Awareness
-- Decision Making
-- Beginning Competency
-- Employability Skills
-- Attitudes and Appreciations

Another model developed by Dunn, with the American Institute of Research, expresses the belief that career education should serve the needs of students when he based his book *Career Education: A Curriculum Design and Instructional Objectives Catalog* on the stated assumption that the school can best serve society by serving the individuals who constitute that society. The nearly two thousand instructional objectives presented in this book provide a valuable resource from which a school system might choose as it plans its own programs to meet the local career education needs of students. The following four elements formed the structure around which the objectives were written.[10]

-- Self Understanding and Appreciation
  A. Individual Differences and Assessment
  B. Knowledge of Self
-- Opportunities and Options
  A. Education and Training
  B. Social Responsibility
  C. Leisure
  D. Jobs and Employment

-- Orientation and Goal Formulation
  A. Status Assessment
  B. Options Analysis

-- Goal Exploration
  A. Personal Planning
  B. Goal Pursuit

For the purpose of illustrating a career education framework developed around program elements, the following model consisting of seven elements will be described in some detail.

- -- Career Awareness
- -- Career Exploration
- -- Career Preparation
- -- Self Awareness
- -- Decision Making
- -- Avocational Pursuits
- -- Life Styles

Career Awareness refers to the broadening of one's career options through exposure to and interaction with a wide range of occupations that exists within the world of work. To delineate further, the following functions should be fulfilled within this element.

- -- Examination of the variety and complexity of careers.
- -- Exposure to the institutions and dynamics of society which generate, define, and lend meaning to occupations.
- -- Recognization that different careers need different kinds of educational preparation.
- -- Development of positive job attitudes and work habits.
- -- Recognization of the social and economic benefits associated with careers.

Career Exploration refers to the process of making tentative career choices and developing tentative occupational plans through in-depth examination and participation in key occupational areas. Functions to be accomplished in the career exploration phase of a program include:

- -- Analysis of the relationship between academic subject matter presented in schools and competencies required in occupations.

- -- Probing career options to gain data on which to base tentative decisions.
- -- Recognization of the implications of working in independent, team, and supervised situations.
- -- Examination of one's self in relation to occupational roles.
- -- Understanding of the process of making career decisions based on the widest possible set of data concerning one's self and one's career opportunities.

Career Preparation refers to one's acquisition of in-depth skills and knowledge necessary to enter and successfully progress in a chosen occupation. This element includes such functions as:

- -- Development of specific occupational knowledge and skills in a specific job or occupational area.
- -- Acquisition of work experience as a basis for occupational choice and for economic independence.
- -- Refinement of decision making, job seeking, and job procurement skills.
- -- Development of acceptable job attitudes and work habits.
- -- Participation in quasi-work programs. (ie. cooperative education, mini-work experiences, etc.)

Self-Awareness refers to the expansion of knowledge and understanding of one's self. This data combined with the data gained through career orientation and exploration will enable an individual to make realistic career decisions. Vital functions to be addressed in this element include:

- -- Recognization of one's skills, abilities, aptitudes, and interest in relationship to career aspirations.
- -- Clarification of values.
- -- Examination of the environmental forces which influence self development.
- -- Awareness of the components that make up self.

Decision Making refers to the skill of applying one's knowledge to a rational process of career choice. The process of decision making results in an individual competent to direct one's own career through a realistic plan. These functions are to be accomplished in the decision making element of a career education effort.

-- Development of the ability to identify and select alternatives and to use them in making decisions.
-- Understanding of sequential nature of choices.
-- Understanding of consequences and risk-taking.

Avocational Pursuits and *Life Styles* as combined here focus on the affective component of career education. Through career education and its supporting systems, an individual should develop an internalized value system which includes an estimation of one's own career role and the roles assumed by others. Positive attitudes toward one's life style and self fulfillment through avocational pursuits should lead to active and satisfying participation as a productive citizen and thus provide for both social and self esteem. Functions within these elements include:

-- Ability to relate one's career role to one's life style and personal economics.
-- Recognization of the social and economic benefits of careers.
-- Awareness of benefits gained through non-paid work experiences.

CLUSTER CONCEPT FOR CAREER EDUCATION

Three of the career education elements just described are concerned with occupations. Career awareness, exploration, and preparation thus become a nucleus around which much of a career education program is built. The *Dictionary of Occupational Titles*, a publication of the Department of Labor, identifies approximately 30,000 different occupations. In order to group these occupations into a manageable system, the U.S. Office of Education has identified fifteen job or occupational clusters. (Figure 1)

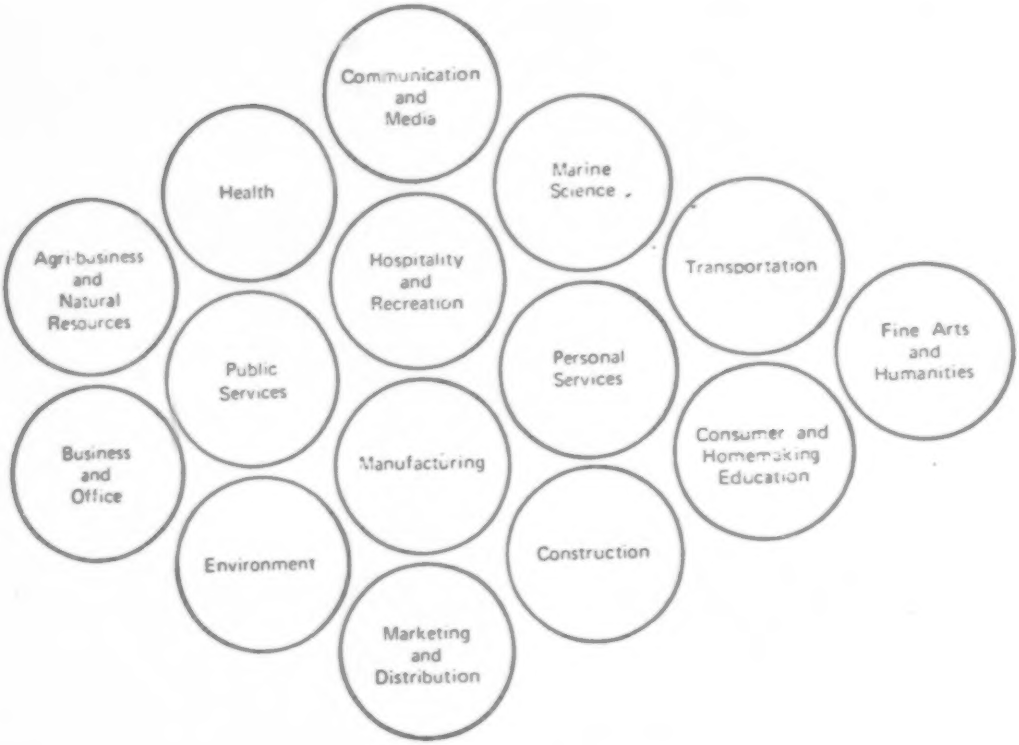
A cluster of occupations is defined as a logical group of selected occupations which are related because they include similar teachable skill and knowledge requirements. Every cluster will include jobs which require a range of education levels all the way from minimal education to the highest professional levels, from basic trade skills to a doctoral degree.

The theory behind the cluster concept is that most of the approximately 30,000 occupational titles can be grouped into a few clusters according to similar characteristics and purposes. For example, the Agri-business and Natural Resources cluster might include a study of the following occupations: farmer, lumberjack, irrigation specialist, landscape architect, butcher, agriculture engineer, veterinarian, and many others.

Students who are given the opportunity to explore occupations and to relate their school work to potential careers are more likely to be meaningfully involved in the daily activities of the curriculum. The school, therefore, should be organized to support a career education effort that provides information, orientation, and preparation. The goal of career education is to bring proper emphasis to education as preparation for work without detracting from any of education's other goals.

An examimation of these and other career education models, concepts and goals will show a substantial degree of agreement.

Almost without exception, these elements represent broad guidelines for establishing the scope and sequence for career education programs. They serve to describe that which is to be imparted to students within the curriculum.


Communication and Media
Health
Marine Science
Agri-business and Natural Resources
Hospitality and Recreation
Transportation
Public Services
Personal Services
Fine Arts and Humanities
Business and Office
Manufacturing
Consumer and Homemaking Education
Environment
Construction
Marketing and Distribution

OCCUPATIONAL CLUSTERS
Figure 1

SUMMARY

Today's society is immersed in an era of change. Change is occuring in the morals and ethics of youth, in the composition of the labor force, in a young person's social and intellectual rate of growth, in the family unit, and in many other areas which affect the economic and cultural foundations of society. Career education is a call for reform in education in an attempt to keep the educational system vibrant and relevant in this era of change.

People who feel good about themeslves, who are economically independent, and who are secure in their own jobs and family status can then become involved and concerned about others and will exhibit those qualities of citizenship so necessary in our democratic society. The goal of career education is one that helps all people gain the attitudes, skills, and knowledge necessary to be rightfully proud of themselves and to make a positive contribution to society.

This monograph has been prepared for those interested in or desiring to learn more about career education. Its purpose has been to assist the educator and non-educator alike in developing a philosophical base for career education. The remaining monographs in this series will transform the philosophic statements presented here into action programs that will permeate the school and the community.

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GUIDE FOR THE ADMINISTRATION OF CAREER EDUCATION

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INTRODUCTION

The *Guide for the Administration of Career Education* has been designed to assist local school personnel with the implementation and administration of a comprehensive career education program. The leadership required to plan, develop, and successfully implement a career education program must be assumed by the local school district if the effort is to succeed. Outside consultants, state department personnel and funds, or federal financial assistance are only resources to be utilized by a local system. Each career education program must be developed at the local level and must be in keeping with local needs and resources. This guide is developed to assist local school personnel in the implementation of a career education program from within their particular system.

Since career education is a call for reform, administrators and local change agents must perceive the total concept of career education before they can realistically champion such change. For this reason, it is suggested that the first monograph in this series, "Overview of Career Education," be examined carefully.

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ADMINISTRATION

COMMITMENT

Career education requires administrative support and leadership if the effort within a local system is to succeed beyond the embryonic stage. The impetus for career education can originate from any source such as teachers, counselors, parents, students, business and industry. However, the fate of the effort lies with the administration, with the local board of education, and ultimately with the community.

The administration, with primary responsibility resting on the superintendent, must be fully committed to the concept of career education. Genuine commitment will be expressed in the forms of verbal support, personnel commitments, financial reallocations, and initiative and fortitude in bringing about change. Coupled with the already burdened administrative resources, some administrators are unwilling to assume this added responsibility. Without this commitment, any attempt to initiate a comprehensive career education effort will fail.

The most persuasive influence on the local board of education is usually the superintendent. As chief administrator, it is the superintendent's job to inform and to educate the board about career education and to gain their support for the concept. Acceptance and support of career education by a local board can insure its vitality and vigor while accelerating its implementation.

When a local community becomes aroused because its schools are not preparing students to cope with a changing society or to ease the transition from education to employment, it becomes imperative for the schools to re-examine their roles and reclarify their functions. Such re-examination and reclarification often lead to action focused along a career education theme. This form of community initiated criticism can often be channeled into positive support and commitment for career education.

Even without visable community disenchantment, a local administrator can marshal support and a commitment from the local community by relating career education to work values, ethics, and the utilitarian objectives of education.

PERSONNEL

To the greatest extent possible, the implemtation of career education should be undertaken utilizing existing personnel within the local school system. New roles for most staff members can be assumed with little or no loss of efficiency or productivity. The one exception is that of the career education coordinator.

The superintendent should designate an individual to coordinate the career education effort, provided that the school system is large enough to financially support this position. If not, these functions could be assumed by the superintendent, a principal, or a counselor. The coordinator should have clearly defined responsibilities for the career education program and should be placed administratively with the authority to work with the staff responsible for all areas of the curriculum. The coordinator should have sole responsibility and be held accountable for the career education effort. For this reason, the coordinator must be given the authority to make decisions and effect change necessary to meet the objectives of career education and the coordinator must have full knowledge of the administrative structure within which he is to function.

Each of the different populations (i.e. teachers, administrators, parents, etc.) by assuming a new role compatable to career education, should strive to achieve the following outcomes.

Teachers. Through the career education effort, each teacher will

-- Demonstrate a knowledge of the career development process by

a. applying the concepts, constructs, and variables of career development in making career education curriculum decisions.

b. writing career education objectives that relate to the maturity level of students.

-- Modify their curriculum to include career education concepts by

a. relating academic subject matter to real-life work situations.

b. utilizing community resources. (i.e. guest speakers, field trips, work observation experiences, etc.)

c. designing lesson plans, career education activities, and work simulations to be used in the classroom.

-- Promote within each student an understanding, acceptance, and development of self by

a. working with students on value clarification, coping behavior, decision making, and self-development.

b. discussing with each student his individual aptitudes, abilities, interests, attitudes, and values.

-- Recognize each student as having dignity and worth by

a. enforcing the positive aspects of any occupation regardless of that occupation's position in the social order.

b. conveying to students a personal interest in them and their careers

c. working with students on the student's attitude about careers.

-- Illustrate for students changing job requirements and the need for individuals to be flexible in occupational planning by

a. explaining to students the need for occupational flexibility resulting from accelerated technological advances, increased mobility, and changing work roles.

b. preparing students capable of coping with a changing society.

c. illustrating for students the relationship that exists between work roles and life roles.

-- Provide information to students for career planning by

a. explaining to students prerequisites for various careers.

b. describing major careers of people within the local community.

c. interpreting for students test results from ability, aptitude, and interest inventories.

d. advising students as to existing and/or projected occupational needs within the community, the state, and the nation.

Administrators. Through the career education effort, the administrator will

-- Establish closer contact with the community by

a. promoting programs designed to actively utilize the community as an educational resource.

b. allowing students to participate in learning activities in the community. (i.e. field trips, work observations, cooperative education programs, etc.)

c. encouraging open communication among students, parents, teachers, counselors, and potential employers.

-- Recognize the role career education can play in the education of youth by

a. participating in the making of decisions which affect the program.

b. examining career education materials and practices found to be successful in other areas of the country.

Community. Through the career education effort, members of the local community will

-- Participate in the formal education of young people by

a. serving as an educational resource. (i.e. guest speaker, host for field trips, sponsors for work observation experiences, etc.)

b. advising the administration through a community advisory committee.

-- Demonstrate a positive attitude toward the educational program of the school by

a. supporting the program's community involvement activities

b. contributing time to the education of youth.

c. participating in school-community activities.

Parents. Through the career education effort, parents will

-- Participate in their child's career development by

a. discussing with teachers and counselors, the child's skills, abilities, aptitudes, and interests.

b. contributing time to assist the teaching staff in conducting community involvement activities. (i.e. field trips, etc.)

c. sharing with their child and his or her classmates personal work skills, knowledges, and experiences.

d. taking the initiative to learn more about the post secondary educational programs available to their child.

-- Demonstrate a positive attitude toward their child's educational program and the teaching staff by

a. participating in parent-teacher conferences and career days.

b. recognizing the importance the educational system can and should have in their child's career development.

Students. Through the career education effort, each student will

-- Examine personal skills, abilities, aptitudes, and interests for the purpose of making realistic career decisions by

a. appraising strengths and weaknesses.

b. reviewing appraisals with teachers, parents, and counselors.

c. relating personal characteristics to school and work roles.

d. describing individual differences by identifying factors accounting for those differences.

-- Verify an expanded knowledge of and experience in numerous career alternatives and occupational environments by

a. investigatin present and future career opportunities.

b. participating in work simulations in the classroom.

c. talking and visiting with employers and employees in and out of the classroom.

d. discussing work activities as they relate to academic subject matter.

-- Develop a positive attitude toward learning by

a. relating occupational requirements to school subject matter content.

b. identifying opportunities and need for continuing education in and out of the classroom.

c. expanding the learning environment to encompass the total community.

-- Demonstrate an affirmative attitude toward work by

a. participating in real-life work situations.

b. describing the social worth of work by identifying the contirbutions of a wide range of workers to the well being of society.

c. displaying pride in past accomplishments as a means to future success.

d. experiencing the basic requirements of all workers. (i.e. attendance, punctuality, adaptability to authority, health and safety practices, etc.)

-- Formulate a tentative career plan through logical reasoning, critically analyzing, questioning and recalling by

a. reassessing personal needs, values, limitations, abilities, and interests as they relate to the changing world of work.

b. applying knowledge of the decision making process.

c. interacting with teachers, counselors, parents and the working community.

d. exploring and participating in an occupation.

FINANCE

Resources to promote the development of career education can be found to exist at the federal, state, as well as the local level, but ultimate responsibility for implementation and the most likely source of sustained funding is at the local school and/or community level. Resource allocations for career education are difficult to generate in a time when most local education agencies are constantly faced with cost-cutting emergencies and austere budgets. For this reason, resource development must be met with innovative strategies by both faculty and administration.

Local Resources. Often overlooked in the rush to obtain federal funds is the multitude of local assets that may be available to support the career education effort. An inventory of available resources and anticipated needs is a relatively simple activitiy for an administrator to complete. Using a discrepancy model, areas of weakness or expected needs can be identified and included as justification of need in seeking outside sources of funding. Such an inventory may include the following items:

Curriculum Materials and Aids

- Career oriented films, film strips, and multi-media kits.
- Library resources for research into occupations.
- Video taping and playback capabilities.
- Testing program for identification of interests, abilities, aptitudes and aspirations.
- Hands-on tools and job related paraphernalia.
- Textbooks written around a career development theme.

Human Resources

- Community resource file.
- Parental aides.
- Guest speakers and hosts for field trips.
- Vocational and occupational oriented counselors.
- Faculty with occupational work experience.
- Faculty and/or administrators with career education experience.

Community Resources

- Variety of business and industrial concerns.
- Labor unions.
- Community advisory committee.
- Chamber of Commerce, Lions, Rotary, Kiwanis, and others.
- Office of the State Employment Service.
- Local news media.
- Career days.

State Resources. Each state department of education is charged with providing leadership, consultation, coordination, and financial support for public education within a state.

The establishment of state-wide implementation strategies, curriculum materials, and some staff development for career education is the responsibility of the state department. State level personnel also prepare a State Plan for Career Education which includes priorities for allocating federal and state funds to local education agencies.

State appropriations marked specifically to support and implement career education are few in number. A few states, such as Arizona, Missouri, and Ohio have used state funds to award grants for project development in local education agencies. Some have also placed heavy emphasis on the inservice training of teachers in career education (e.g. Louisiana, Indiana, and New Jersey). A few other states such as Michigan and Wisconsin have supported efforts to produce resource guides, curriculum materials, and staff development materials.

The establishment of career education as a high priority of state legislatures requires the persuasion and commitment on the part of educators to convince legislators of the relevancy of this concept. Many state legislators have endorsed the concept of career education, but only a handful have appropriate funds specifically earmarked for career education.

Federal Resources. The scope of legislation and the possible external sources of funding from the federal government is overwhelming and beyond the limits of this guide. To illustrate funding sources in the federal domain, a few of the most productive sources will be outlined.

Elementary and Secondary Education Act

Title IV, Part D of this Act is to assist local education agencies (LEA) in providing vitally needed educational services and to support innovative and exemplary programs. Many of the first career education endeavors by local education agencies were funded from this source.

Vocational Education Act of 1963
and the
Vocational Education Amendments of 1968

Part C and Part D of this Act were the most productive sources for career education funding. Part C of P.L. 90-576 Research and Developmental Projects provided funds to career education for 1) Experimental Projects, 2) Development Projects, 3) Pilot Projects, and 4) Demonstration Projects.

Part D funds of P.L. 90-576 were used to "stimulate new ways to create a bridge between school and earning a living for young people who are still in post-secondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies."

Education Amendments of 1974

Sections 402 and 406 of this Act (P.L. 93-380) are designed to support projects that demonstrate the most effective methods and techniques in career education models. Funds from this source are secured directly through the Office of Career Education, U.S. Office of Education.

Education Amendments of 1976

Part C of Title III authorized a new program of financial assistance to states and LEA's to enable them to plan for the improvement and development of career education programs and activities for individuals of all ages.

Elementary and Secondary Education Act of 1977

It is the purpose of this Act to assist state and local education agencies in making education as preparation for work a major goal of all who teach

> and all who learn by increasing the emphasis that elementary and secondary schools place on career awareness, exploration, decision making, and planning. At present, this Act has passed the House of Representatives and has been introduced into the Senate.

OPERATIONAL SYSTEM

There has been a growing interest and concern for accountability in education over the past decade. Career education is no exception. The Career Education Accountability Model is a response to this concern. As Toffler wrote in 1970, *Anyone who thinks the present curriculum makes sense is invited to explain to an intelligent fourteen year old why algebra or French or any other subject is essential for him.*[1]

The accountability model described here is developed as a guide for administrators in planning, formulating, developing, and eveluating their career education effort. This model is based on the assumption that an effective career education effort requires that the needs of students, as well as other populations being dealt with, are in fact perceived as needs by those populations. Often programs are designed by individuals who believe they know what students and others need, while there is no evidence to suggest that these different groups agree with those perceptions. It is unlikely that a career education program will be very effective if students, in particular, do not see the functions of career education as meeting some specific needs. For this reason, an assessment of needs is the foundation on which this model is built.

The Career Educaiton Accountability Model is divided into four phases. Each phase corresponds to a different stage of program development. The four phases are Planning, Structuring, Implementing and Recycling.

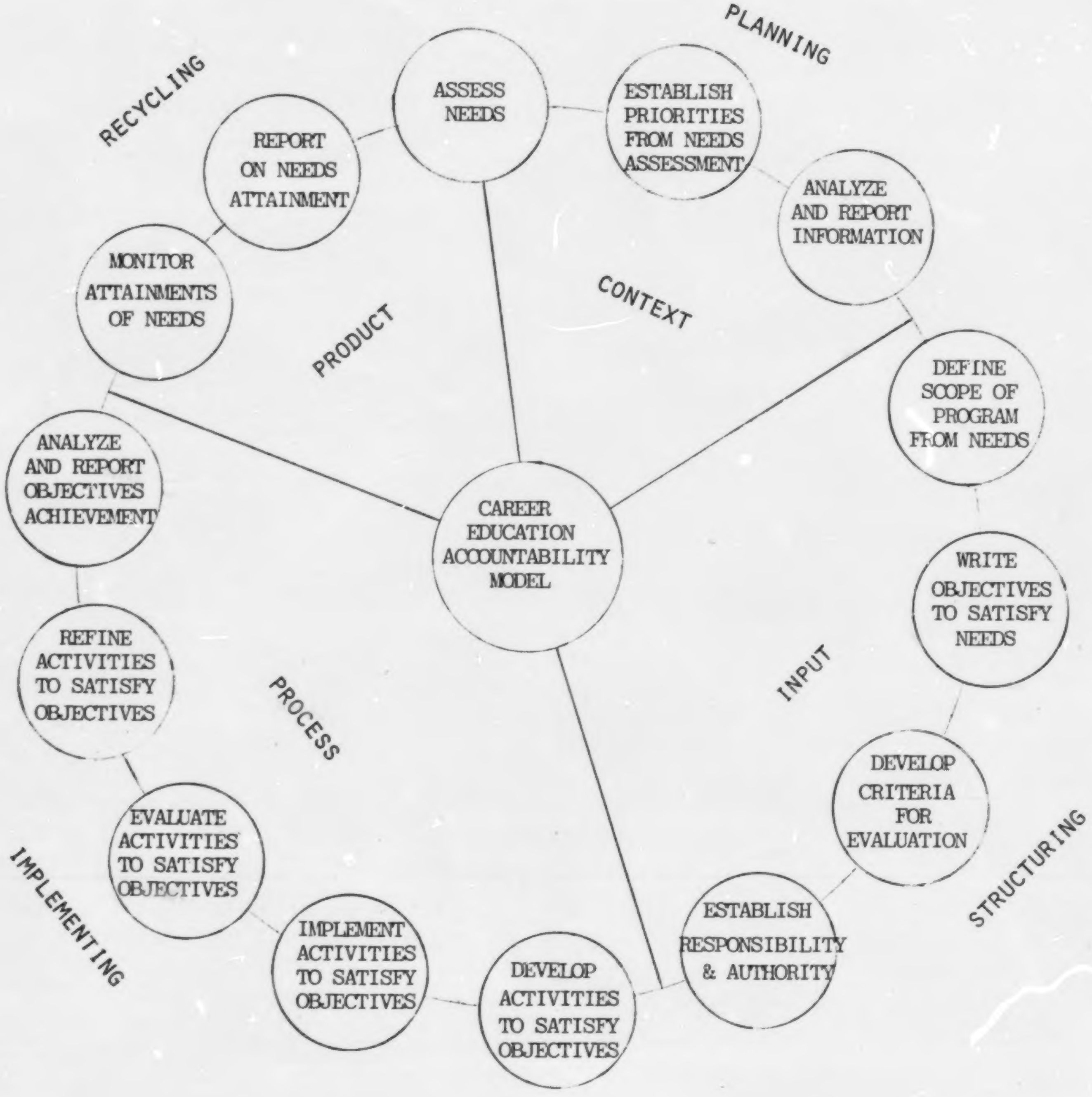
RECYCLING
PLANNING
ASSESS NEEDS
ESTABLISH PRIORITIES FROM NEEDS ASSESSMENT
REPORT ON NEEDS ATTAINMENT
ANALYZE AND REPORT INFORMATION
MONITOR ATTAINMENTS OF NEEDS
CONTEXT
PRODUCT
DEFINE SCOPE OF PROGRAM FROM NEEDS
ANALYZE AND REPORT OBJECTIVES ACHIEVEMENT
CAREER EDUCATION ACCOUNTABILITY MODEL
WRITE OBJECTIVES TO SATISFY NEEDS
REFINE ACTIVITIES TO SATISFY OBJECTIVES
PROCESS
INPUT
DEVELOP CRITERIA FOR EVALUATION
EVALUATE ACTIVITIES TO SATISFY OBJECTIVES
STRUCTURING
IMPLEMENTING
ESTABLISH RESPONSIBILITY & AUTHORITY
IMPLEMENT ACTIVITIES TO SATISFY OBJECTIVES
DEVELOP ACTIVITIES TO SATISFY OBJECTIVES

Figure 2

PHASE I: PLANNING

The information needs for the planning phase of a career education accountability program are concerned primarily with a) Describing the program to be evaluated, b) Identifying unmet needs, and c) Diagnosing problems to be solved if needs are to be met.

There are three activities within the model that are designed to provide the needed information for program planning. These three activities are 1) Assessing needs, 2) Establishing top priority needs, and 3) Analyzing and reporting information concerning needs.

Assessing Needs. This activity involves determining what needs a program should try to achieve and how well those needs are presently being achieved. This kind of information is often necessary in identifying areas that will require new programs or changes in old ones. Kaufman contends:

> The identification of needs is a discrepancy analysis that identifies the two polar positions of:
>
> Where are we now?
> Where are we to be?
>
> and thus specifies the measurable discrepancy between these two poles.[2]

Establishing Top Priority Needs. This activity involves determining needs to be looked at while providing an initial basis for defining objectives operationally. It will provide the information on which the program should focus by analyzing both the rated importance of the need and the level of current achievement for that need.

Analyzing and Reporting Information. This activity involves describing the boundaries of the system to be evaluated. It defines the unmet needs and provides a basis for developing proposals for outside funding.

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PHASE II: STRUCTURING

The structuring phase of the Career Education Accountability Model is concerned with a) Defining the nature and scope of the program, b) Formulating procedures for choosing among alternatives, and c) Establishing program authority, responsibility, and resource allocations. A vital concern of this phase is to seek widespread support and cooperation for the program from the school's and the community's power structure.

There are four activities comprising the structuring phase of the Career Education Accountability Model. These activities are 1) Defining the scope of the program utilizing the needs assessment, 2) Writing objective to satisfy needs expressed by the different populations, 3) Developing criteria to ascertain if needs are being met, and 4) Establishing responsibility, authority, and resource allocations for program achievement.

Defining the Scope of the Program. This activity should be accomplished by a committee composed of leaders in the school and in the community. The task of this committee is to determine from the data gathered in the needs assessment the top priorities for the program. To establish a list of top priorities, the committee will address itself to such considerations as potential for success or failure; cost; possible positive or negative implications; acceptability; personnel; materials; equipment; facilities; etc. The product of this effort will be a report defining the scope and overall intent of the program and suggested approaches for program achievement.

Writing Objectives. This activity has its primary purpose the stating, in measurable and observable terms, the outcomes to be achieved by the program. These outcomes fall into two major categories. One category of objectives centers on the student and indicates what changes are to take place in the student as a result of the program. The other category of objectives is concerned with the maintenance of the program and focuses on such things as resource management, personnel, facilities, communications, dissemination, public relations, etc.

Developing Criteria for Evaluation. This activity is concerned with defining the criteria for knowing when objectives have been achieved. It forms the basis for reporting achievement of program processes and outputs by providing the means to examine results in a systematic way.

Establishing Responsibility and Authority. This activity is designed for the purpose of describing, in writing, the lines of authority and responsibility for each component of the program. It may form the basis for an ongoing accountability system. This system could include provisions for performance contracting, performance budgeting, and program auditing.

PHASE III: IMPLEMENTING

Information needs in the implementation phase of the model are concerned with such questions as a) Is the program on schedule, b) What defects exist in the procedural design, c) What procedures have been taken to achieve the stated objectives.

There are five activities in the model concerned with gathering the data on which to base answers to these questions. The five activities are 1) Developing, 2) Implementing, 3) Evaluating, 4) Refining, and 5) Analyzing and reporting activities to satisfy student and program objectives.

These activities are designed to identify and monitor continuously potential sources of failure. They also provide for the maintenance of a record of the program's procedures as they occur.

Developing Activities to Satisfy Objectives. This activity is concerned with the planning and organizing of activities to achieve specific objectives. These activities may take the form of working with students, teaching staff, administration, community, or any one of a number of different populations to achieve the intended outcome. It may involve curriculum development, inservice training, public relations, community involvement, etc. Part of this activity may include try-outs or pilot studies to decide among alternative approaches to accomplish the intended objective.

Implementing Activities to Satisfy Objectives. This activity initiates on a full scale the activities designed to achieve the program's desired effect.

Evaluating Activities to Satisfy Objectives. This activity is concerned with gathering the data needed to determine the extent to which each segment of the program is achieving its intended outcome. Information gathered in this activity will form the basis for continuing certain activities and for revising or eleminating activities that are not meeting expectations. Data gathering for this activity is continuous.

Refining Activities to Satisfy Objectives. Based upon the data gathered in the preceeding activity, this activity is concerned with the improvement of activities to achieve the specified outcome. Decisions made in this activity may be 1) To continue activities, 2) To make minor changes, 3) To implement a new approach, or 4) To eleminate or discontinue existing program and recycle.

Analyzing and Reporting Objective Achievement. This activity is concerned with the summation of information on the success or failure of the different activities to achieve the desired outcomes. This step would be the point in the program where individual faculty members and administrators would report their achievements.

PHASE IV: RECYCLING

This phase of the model is concerned with the end product. That is, the attainment of the program's objectives. This portion of the model deals with the gathering, processing, and reporting of information on both consequential and instrumental criteria. Consequential criteria are those related to accomplishments that pertain to the fundamental conditions being sought. While instrumental criteria are those accomplishments that are at an intermediate level and that contribute to the achievement of the overall objects.

There are three activities in the model designed to measure and interpret the attainments at the end of the program cycle. These activities are 1) Monitor attainment of objectives, 2) Report on attainments, and 3) Reassess student needs.

This process is primarily concerned with appraising the behavior of students. Any valid evidence about the specific behavior provides an appropriate method of evaluation. Several pieces of evidence should be used to form profiles rather than relying on one piece of evidence.

Monitor Attainment of Objectives. This activity is concerned with assessing the effectiveness of the program in achieveing its stated objectives. This activity requires measurement of the important output variables as well as the use of comparison groups and national norms.

Report on Attainments. This activity usually results in the preparation of a final program or yearly report. The report should focus on the questions and concerns that the program staff and others have and be designed to bring about an application of the results.

Reassessment of Student Needs. This activity examines what consequences the changes in behavior have brought to the students in the program's population. There is an assumption that each of the preceeding activities has brought about changes in the students. This activity will verify this assumption by reassessing student need. Ideally, for each program priority, student need should decrease.

IMPLEMENTATION

To achieve the reform called for in career education requires attention on the part of the administrators to a number of different areas. These areas, or logical grouping of functions, become components of an operational program. A typical set of program components would include: staff development, curriculum and instruction, student services, community involvement, public relations, and evaluation. These components will each be addressed in detail in other monographs in the series. However, each will be briefly discussed here so that the total concept of career education can be envisioned.

STAFF DEVELOPMENT

In any area of educational reform, there is a need to orient and/or reorient those affected by the change or reform. With regard to career education, there are a number of different groups who need training. Of course, the largest group and possibly the most difficult to change is teachers. Classroom teachers must be helped to understand what career education is and what it is not, what is involved in its process, who is responsible for it, what materials are available to help learners achieve its goals, and where they can find resources that will facilitate accomplishment of goals and attainment of purposes. These and other staff development activities can generally be catagorized by purpose into three areas: 1) Orientation, 2) Implementation, 3) Developmental.

Orientation. Activities directed toward the orientation of staff to career education normally address the following:

-- Explanation of the needs for career education.
-- Description of the history, background, and goals of career education.

-- Explanation of the interrelationship of career education, vocational education, academic education and general education.

-- Discussion of the major concepts and models for career education.

-- Identification of the role of the teacher in the implementation of career education.

Implementation. The purpose of staff development activities of an implementation nature are concerned with the following:

-- Development of a plan for the articulation of career education throughout the school system.

-- Description of the scope of the career education effort.

-- Re-examination of the curriculum to assess logical career education tie-ins.

-- Identification of teaching strategies and resources for the promotion of career education concepts.

-- Establishment of procedures for assessing the effectiveness of the career education effort.

Developmental. Staff implementing career education will need professional development time during the year to perform the following:

-- Design curriculum materials, instructional packages, and training aids for career education.

-- visit business and industral establishments within the local community to promote cooperative efforts.

-- Gain practical work experience through business, industry, labor exchanges.

A successful staff development program requires a concerted effort and commitment on the part of all the school's personnel. The program should be continuous in nature and individualized as much as possible. Intrinsic, as well as extrinsic, incentives should be used to gain the needed effort and commitment. A flourishing staff development program is one that inspires enthusiasm and ignites the energies of the staff toward the achievement of desired outcomes.

CURRICULUM AND INSTRUCTION

Ideally, all students should leave school prepared for a chosen career. So often, careers are assumed by happenstance -- not choice. To alleviate this haphazard approach to career selection, education should be developed around a career development theme and should permeate the total curriculum.

The infusion of career education concepts into the school's curriculum should be by design. It should be sequential, mult-disciplinary, and flexible. Its development should be a unified, broadly based process involving all the staff and the community. Each school district, because of its unique problems and philosophy, should choose its own developmental structure and its own concepts.

Development. A vast amount of curriculum material exists presently and should be available for the staff to use as they set about designing their curriculum. However, local personnel should assemble materials which will be used on the local level and in keeping with local goals.

In the process of career education curriculum development, the materials should meet the criteria of increasing depth and scope and should have built-in direction in terms of measurable objectives. When devising curriculum for career education, the local school system should keep and build upon those activities and characteristics of good education presently in the school system.

STUDENT SERVICES

Student services are those services provided by schools which are intended to provide special support to students in the pursuit of their education. Historically, they have been viewed as separate services intended to support the prime purpose of the school system -- to educate the child. There are a number of major types of student services, such as psychological services, guidance and counseling services, special education, speech and hearing services, services for the gifted and talented, job placement services and others. All student services should be explored for the possibilities of integrating career education concepts into the delivery of their services.

Guidance and Counseling. The guidance and counseling program should reflect the philosophy that its purpose is to assist students in their preparation for life. That is, the program should emphasize the student as a person and give attention to the student's personal development and to the social and avocational areas of life as well as the educational and vocational areas. Most importantly, the guidance and couseling services should be designed to meet the needs of the students it serves by assessing those needs and by using this information to individualize the program. In addition to developing a program around student needs, every effort should be made to provide services in a functional context such as in the classroom or on the job, rather than in such a removed setting as the counselor's office.

Services provided in the guidance and counseling area would include:

-- Services to students, either indivdually or in a group.

  a. To provide a means by which students can undertake self-examination.

  b. To provide up-to-date information on general and specific career opportunities and on student interest.

  c. To increase competence in the process of making rational and informed decisions.

  d. To assist students in the planning of their academic program in keeping with skills, abilities, aptitudes, and interests.

  e. To provide information on a range of post secondary education alternatives.

  f. To keep up-to-date records of progress of students toward career goals.

-- Services to teachers:

  a. To provide liaison services between the staff and the business, industry, and labor community.
  b. To provide training in the areas of career development, value clarification, world of work, life roles, avocational pursuits, etc.
  c. Assist in the development of curriculum related to group dynamics, individual differences and psychology oriented education.

So often, guidance and counseling services take on a very structured approach in which all students receive the same information at the same time. This is not satisfactory with most students for it does not take into account individual differences and interests. However, at the other extreme, simply making information available and expecting students to study and learn it on their own is also ineffective. For example, just look at the lack of use of many of the materials lining the walls of counselor's offices and school libraries. Some mid-point must be sought so that students acquire the information they need to make decisions and to resolve problems related to their career paths.

Job Placement Services. As defined in dictionaries, placement constitutes the assignment of a person to a suitable job. As a term, it embraces all aspects of assistance for initial employment. Realistically and philosophically, the placement function is never fulfilled until the student obtains a payroll job that is in harmony with his or her capabilities and suited to his or her interests. How closely this target is accomplished becomes the basis for the assessment of performance of all aspects of the school's career education effort. The degree of divergence from this target is the degree to which all prior efforts have failed.

A review of the literature relating to the school's involvement with the job placement function reveals the following:

a. Close coordination and communication between the school and the business, industry, labor community is a prime requisite for success.

b. Frequent and careful student supervision and follow-ups are necessary in order to implement fully a successful program.

c. Teachers, coordinators, and other staff involved in carrying out job placement activities need special training to sensitize them to the needs of students and the demands of the labor market.

d. An effective school placement program seeks to involve the local employment service.

e. Effective placement services must be more than a simple referral service of students to jobs. The program should include job seeking, job preparation, and job follow-up activities.

Career education will be a farce if it succeeds in helping students want to work, giving them the skills required to work, but failing to help them find work when they leave school.

COMMUNITY INVOLVEMENT

If career education is to become an integral part of the school's total curriculum, then a strong collaborative relationship must exist among the faculty and the business, industry, labor community, and other community groups such as parents, retired persons, and civic organizations. The fundamental principal underpinning the involvement of the community is that of placing the student in touch with the real work-a-day world. Community involvement calls for the sharing of information, materials, ideas and technology. In the final analysis, community involvement requires that the community become a vital component in the teaching/learning process, whether that process takes place in the classroom or in an extension of the classroom -- the community.

The community can serve the education of youth in many ways -- some bold and imaginative and other tried and true. Following are some examples:

-- As adjunct faculty members.

-- As guest speakers and host for field trips.

-- As training stations for career exploration and cooperative work experience activities.

-- As role models for students.

-- As source of financial support for the career education effort.

-- As agencies for student placement.

-- As advisory committee members.

-- As sources of curriculum materials.

EVALUATION

Evaluation, in a time of declining enrollments and skyrocketing cost, is an activity that educators can ill affort to neglect. Information gained through evaluation provides the basis for responding to the question of accountability and leads to an understanding of the kinds of activities which contribute most effectively to reaching stated objectives. Evaluation also provides for a reassessment of needs on a regular basis.

Many different systems or models for evaluation exist. However, the one described here and incorporated in the Operational System previously described, is based on Stufflebeam's CIPP model.[3]

Referring back to the accountability model (Figure 1), it is apparent that evaluation is an integral part of the total system.

In the planning stages of a career eduction effort, *context evaluation* is employed. Context evaluation is to provide a rationale for determining objectives. It defines the environment, describes the desired and actual conditions pertaining to the environment, identifies unmet needs, and diagnoses the problem that prevent needs from being met.

The structuring phase of the model incorporates *input evaluation.* This kind of evaluation provides information for determining how to utilize resources to meet program goals. It identifies and assesses relevant capabilities of the school system, strategies for achieving goals of the career education program and designs for implementing a select strategy.

During the implementation phase of the career education program, information gained through evaluation concerns the implementation process. *Process evaluation* provides feedback to the administrator responsible for implementing career education plans and procedures. Its purpose is to predict problems associated with the procedural design or its implementation, to provide information upon which to base program decisions, and to maintain a record of the procedures associated with the implementation of the program as they occur.

Product evaluation occurs during the recycling phase of a career education program. This type of evaluation measures and interprets attainments at the end of the program cycle. Its main purpose is to assess the extent to which ends are being attained with respect to change efforts within the system.

The purpose of this total evaluation system is not only to prove the worth of the career education program, but also to improve it.

SUMMARY

Career education is a concept whose effective implementation and administration calls for action programs and effort on many fronts. This guide has addressed a number of issues crucial to the success of any career education endeavor by presenting in some instances a conceptual framework and in other instances programmatic goals and broad outlines. Included among the administrative issues discussed were:

> Commitment: Positive support and commitment from the administration, the local board of education and the community is a necessary requisite for a beneficial career education effort. Without such commitment, any major attempt to initiate change most surely will fail.
>
> Personnel: Each of the different populations (i.e. teachers; administrators; business, labor, industry; parents; and students) have specific responsibilities, assigned objectives, and new roles to perform in a comprehensive career education effort. However, one individual should be assigned overall responsibility accompanied by the authority to bring about the career education reform desired.
>
> Finance: External resource allocations are difficult to obtain, so the most likely source of sustained funding for career education is at the local level. Internal funding of the career education effort will provide a stabilizing effect to the program and will guard against becoming too dependent on state or federal funding.

Operational System: Change as dictated by the implementation of career education is best accomplished by a planned, organized, and sequential process or system. The operational system presented earlier can serve administrators in planning, formulating, developing and evaluating their local career education efforts.

To implement career education requires attention on the part of administrators to a number of administrative areas. Such areas as staff development, curriculum, instruction, student services, and evaluation become critical components of an operational program. This guide presented an overview and a foundation for each of the components. This foundation will be developed more fully by other monographs in the series.

ACTION STEPS

1) Prepare a statement of philosophy for the local school system with respect to career education. This statement could include such areas as an overview, a local rationale, a definition, and a statement as to desired outcomes. The Statement of Philosophy for Career Education serves as a source from which goals are derived. For this reason, the philosophic statement must be clear, precise, void of generalities and educational jargon. The writing of the philosophy should be a joint community and school effort. (Reference: Monograph No. 1, Overview of Career Education)

2) Establish overall goals for the career education effort. These goals should be founded in the Statement of Philosophy for Career Education. Goals give expression to the philosophy based on the realities of society and the local needs of the community. The goals should encompass the elements of career education while describing that which the school system hopes to achieve in their career education effort. (Reference: Monograph No. 1, Overview of Career Education)

3) Conduct needs assessment to ascertain what is presently being accomplished in the local system toward meeting the stated career education goals. The assessment instrument should be developed to determine if each local goal statement is being met. The purpose of the needs assessment is to systematically gather baseline data required for planning and revising the career education effort. By comparing needs analysis (What is) with goals (What should be), it is possible to identify discrepancies. (Reference: Monograph No. 2, Guide for the Administration of Career Education and Monograph No. 8, Evaluation of Career Education)

4) Solicit commitment for the career education effort. This commitment should come from such diverse groups as the local board of education, the administration, faculty, parents and the community. For instance, the board of education should publicly endorse the statement of philosophy and the goals of the career education effort. The administration could illustrate its commitment by designating someone to coordinate the total career education effort. (Reference: Monograph No. 2, Guide for the Administration of Career Education)

5) Develop an operational plan for the career education effort Change is best accomplished in a planned and organized manner. An operational plan provides an opportunity for planning, structuring, implementing, and recycling career education efforts. It also insures continuous evaluation and revision. (Reference: Monograph No. 2, Guide for the Administration of Career Education)

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PROFESSIONAL STAFF DEVELOPMENT FOR CAREER EDUCATION

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CAREER EDUCATION MONOGRAPH NO. 3
NEBRASKA DEPARTMENT OF EDUCATION
AUGUST 1977

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NEBRASKA CAREER EDUCATION MONOGRAPH SERIES

Rodney Fleeman, Editor

No. 1 An Overview of Career Education

No. 2 A Guide for the Administration of Career Education

No. 3 Professional Staff Development for Career Education

No. 4 Career Education in the Elementary School

No. 5 Career Education in the ~~Middle/~~Junior High School

No. 6 Career Education in the High School

No. 7 Career Education and the Community

No. 8 Evaluation of Career Education

No. 9 Job Placement in Career Education

No. 10 Career Education in Postsecondary Institutions

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FOREWORD

Career education represents a challenge to educators as well as non-educators. Society in general is being asked to be responsive to the needs of today's young people. Educators have the prime responsibility for the social, economic, and psychological training of youth. Career education is a way for us to meet this challenge. Through an organized career education effort, we can begin to assist individuals in recognizing their potentials, identifying their interests, and planning for a productive future.

This monograph is one in a series of ten, all of which have been developed for the Nebraska Department of Education. Each monograph will provide answers to some of the basic questions about the implementation of career education.

The ideas and suggestions in each monograph are presented by career education practitioners serving in Nebraska's schools. Their perceptions are based on their experiences in career education and a knowledge of the uniqueness of the Nebraska educational system. I am sincerely grateful to the authors of each of these monographs. Each of the individuals gave freely of their time. Their efforts and the efforts of numerous career educators in Nebraska continue to provide the support and foundation for this exciting educational effort.

I hope that you will find this monograph helpful in your endeavors. It has been written as a guide to lend direction to you and others involved in career education.

Jenne Garvey
Career Education Consultant
Nebraska Department of Education

EDITOR'S PREFACE

The purpose of this series of monographs is to depict ways of using career education as an organizing theme around which all of education can be unified and by which the relevancy of education can be restored to a greater number of people. Specifically, the monographs are designed to assist teachers, administrators and ancillary personnel in the planning, development and implementation of efforts called for by career education. To educators involved in career education, these booklets can serve as a handbook and guide for improvement and expansion of efforts. For educators not presently involved in career education and for prospective educators they can provide an orientation to the concept and should help in developing an understanding of needed competencies.

The monographs are not designed to be all inclusive. To be so would require book-length treatment of each of the titles presented. However, the monographs do present a paradigm for implementation accompanied by suggested guidelines and practical activities. Each monograph, excluding the first, concludes with "Action Steps." These steps are not presented as a recipe for implementation but rather as a set of functions to be systematically considered in the development of a comprehensive career education effort.

Through career education the educational system can be responsive to both a changing society and to changing student needs. The goal of career education is one that helps students gain the attitudes, skills and knowledge necessary to be rightly proud of themselves and to make a positive contribution to a changing society.

Rodney Fleeman
July 1977

INTRODUCTION

Educators long have voiced the need for an educational system which would prepare youth to make intelligent career-life-work choices and to implement those choices in ways which are satisfying and productive for each individual and for society as a whole. Yet many students are convinced that what the present system offers is irrelevant and even oppressive. What is needed is curriculum which will serve as a framework for decision making as well as providing students with needed life skills and knowledges. Career education is a response to this call for educational reform.

As a set of concepts new to the experiences of most educators, career education can expect to make little progress without a major effort in staff development. Most practitioners of career education, few as they may be, have progressed only to showing the career relevance of academic subject matter and to using a few classroom visitors and field trips. Real integration of the academic with the occupational is rare and the extensive use of the community as a learning environment is even more rare. Teachers and administrators must both want to and know how to provide career education.

All educators should be aware that the future of career education in a school system will be dependent largely upon the development and improvement of the school's staff. In many educational institutions, staff development has been looked upon by administrators as a responsibility and requirement rather than an opportunity.

The adequate preparation of staff for their various roles in a comprehensive career education effort is an essential and critical task. The career education approach to teaching children requires some new knowledges, attitudes, and skills on the part of all instructional and support personnel. These new attitudes and knowledges will have to be transformed into changed professional behaviors. It is only logical, therefore, to give major attention to preparing teachers and other staff who will make the real difference between the success or failure of career education.

If a professional development program is to be successful in effecting behavioral change, two important conditions must exist: first, the program must be designed to meet the needs, interests, and concerns of the clientele it serves; and second, the clientele must have a voice in determining the ways and means that are used to alleviate their concerns. In short, the staff to be affected must be involved throughout the planning and operation of the program.

PROFESSIONAL DEVELOPMENT PLAN

A plan for professional development for career education should be formulated as a result of implementing a comprehensive operational plan for career education. (Reference: Monograph No. 2, *A Guide For The Administration of Career Education*) . Staff development in career education should involve all teachers, administrators, and ancillary personnel. It should be based on stated goals and objectives, and it should be continuous in nature. For success, a committment of time and resources are crucial.

The success of any staff developemnt approach will also be dependent upon the amount of enthusiasm and energy expended by staff members and the person or persons responsibile for the staff development effort. Although career education is a reform movement, it does not necessarily negate the values of traditional education. *Career education does not require a complete revision of existing curriculum goals.*[1] It simply adds new goals which provide more relevancy toward the real world and the real world of work outside of the traditional four walls of the classroom.

The steps in designing a staff development plan are the same as those presented in the operational system. They include:

-- Establishing Needs
-- Analyzing Needs
-- Developing Objectives
-- Establishing Responsibility
-- Planning, Developing, and Implementing Activities
-- Evaluating and Revising Activities

ESTABLISHING NEEDS

A first step in any staff development in career education should be based upon the needs of those individuals invloved. A very effective way to measure the needs of the participants is through a needs assessment instrument. A sample is shown in Appendix A. This instrument allows staff members to evaluate their present understanding of career education while providing some baseline data to begin the overall staff development plan for implementing career education. Obviously, this is provided only as an example and will need to be individualized for the local situation.

At present, there are a number of commercially prepared as well as locally developed needs assessment instruments. The sample presented here is meant to provide at least some direction for school officials. Regardless of the instrument used, it should be distributed to all the school's staff, including administrators, teachers, counselors and ancillary personnel.

ANALYZING NEEDS

After the school's staff has been surveyed, a composit of responses should be made in order to determine priorities for the local system. For instance, using the sample inventory, a simple method of tabulating would be to develop a master sheet. Using the number at the top of each column, multiply by the total number of responses in each column.

Example:

	Extensive Understanding (1)	Not Extensive Understanding (2)	No Understanding (3)
1-Have a working definition of Career Education	12	3	7

12 x 1 = 12
3 x 2 = 6
7 x 3 = 21

39 Total

Using the grand total of each of the fifty items listed, place the items in order from the highest score to the lowest. This will provide a rank order listing of priorities for the local school's staff development effort.

DEVELOPING OBJECTIVES

Based upon the assessment of the needs and the identification of priorities, goals accompanied by specifically defined objectives should be developed for the staff development program. Only in this manner will staff members know just exactly what is expected of them. Without clearly defined objectives, the staff may flounder, slowly losing interest in the program thus effectively dooming it to failure.

From the assessment of needs, specific problem areas should be identified, priorities established, and objectives developed for the local system. However, every faculty member should possess a basic core of skills and knowledge relative to career education. The following are examples of goals and objectives to be achieved by the classroom teacher in a staff development program.

GOAL

The primary conveyor of career information should be the classroom teacher.

OBJECTIVES

The teacher will be able to

1. Guide each student to primary and secondary sources of career information in that student's occupational field of interest.
2. Utilize different techniques to integrate career education into the student's curriculum.
3. Relate the philosophical and theoretical concepts of career education to practical classroom activities.

GOALS

Teachers need to know the relationships that exist between education and the world of work.

OBJECTIVES

The teacher will be able to

1. Relate the academic subject matter taught in the classroom to real-life work situations.

2. Utilize community resource people to increase articulation between the school and the world of work.
3. Relate personal work experiences and~~/or~~ avocational pursuits to classroom activities.
4. Coordinate students' classroom activities with practical work experience.

GOAL

Teachers are responsible for providing information to students for career planning.

OBJECTIVES

The teacher will be able to

1. Explain to students prerequisites for various careers.
2. Describe major careers of people within the local community.
3. Interpret for students test results from ability, aptitude, and interest inventories.
4. Advise students as to existing and~~/or~~ projected occupational needs within the community, the state, and the nation.

GOAL

Teachers should understand the nature of career development.

OBJECTIVES

The teacher will be able to

1. Develop career education objectives that relate to the maturity level of students.
2. Apply the concepts, constructs, and variables of career development in making career education curriculum decisions.
3. Develop an individual theory of career development by identifying commonalities that exist among the full range of theories. (ie. Super, Hoppock, Ginzberg, Borow, Osipow, et at) al.)

GOAL

Teachers need to recognize each student as having dignity and worth.

OBJECTIVES

The teacher will be able to

1. Enforce the positive aspects of any occupation regardless of the position of that occupation in the social order.
2. Convey to students a personal interest in them and their careers.
3. Work with students on the students' attitude about careers.

GOAL

Teachers should promote within each student an understanding, acceptance, and development of self.

OBJECTIVES

The teacher will be able to

1. Help students recognize individual aptitudes, abilities, interests, attitudes, and values.
2. Promote within each student a sense of pride and self-respect.
3. Develop within students the capacity to make decisions.
4. Work with students on value clarification, coping behavior, decision making, and self-development.

GOAL

Teachers should be aware of the variety of careers and their various classification systems.

OBJECTIVES

The teacher will be able to

1. Relate to students the concept of career paths, career clusters, and occupational groups.
2. Develop a conceptual model for career education which incorporates an occupational classification system.
3. Explain procedures for the articulation of career information among the different grade levels. ~~of education.~~

GOAL

Teachers should be aware of the changing job requirements and the need for individuals to be flexible in occupational planning.

OBJECTIVES

The teacher will be able to

1. Explain to students the need for occupational flexibility resulting from accelerated technological advances, increased mobility, and changing work roles.

2. Prepare students to become capable of coping with a changing society.
3. Illustrate for students the relationships that exist between work roles and life roles.

ESTABLISHING RESPONSIBILITY

Regardless of the type of in-service program developed, some individual must have overall charge and be responsible for the career education staff development program. There seems to be two alternatives in most school systems that show promise at the present time:

1. A full-time coordinator of career education.
2. Principal or assistant principal in charge of instruction.

It is evident that the responsibility could be delegated to a coordinator of career education. This person, who works full time with career education, is usually a person hired specifically with a background in career education and not a teacher who has been allowed a leave-of-absence from his normal responsibilities. Assuming that the coordinator is competent and dynamic in career education, the staff development role could fit easily into the other duties of the coordinator, including job placement and management of the career information center. In many districts this is becoming a popular approach to staff development in career education.

Another, more traditional arrangement is to assign the responsibility to the existing director of in-service staff development. This person is sometimes more effective since he already possesses the necessary "power" to cut across lines within the existing structure to effect change in a more rapid manner. This person is usually the principal in smaller schools or the assistant principal in charge of instruction in larger schools. Extreme caution must be exercised to insure that the administrator does have adequate time and is well informed about career education. Just because the administrator has demonstrated a competency in providing for good in-service programs does not necessarily mean that he will provide the kind of support needed to implement career education.

PLANNING, DEVELOPING AND IMPLEMENTING ACTIVITIES

Several different approaches to staff development for career education exist. Some of the more common include:

1. Cadre of task force approach.
2. Conferences and workshops conducted by local community college, educational service units, state colleges and universities, state departments of education and others.
3. College courses for credit.
4. Local, in-house workshops or professional improvement days.
5. Career Education Resource Center.

The cadre or task force approach is particularly adaptable to large school systems where it is virtually impossible to get all staff members together at one time. This approach is usually made of selected "leaders" in each area of the school curriculum, often departmental chairpersons. They meet regularly, often on release time, during the school day or during summer months, and are allowed extra compensation for their duties beyond the regular contract day. The purpose of the sessions is to provide them with the necessary training to be able to go to their departmental meetings and provide in-service to other members of their respective departments. This approach would not be as effective in smaller school systems where all the staff can easily meet together regularly.

In some areas, local community colleges, educational service units, state colleges and universities, and state departments of education are providing workshops for selected educational groups. These selected groups might include only participants from a single discipline or all educators in a local school district or representatives from a group of schools of a given geographic area. While this type of workshop is usually a shot-gun approach to the problem, results are usually very impressive when the needs of the participants serve as the base for planning the session.

In recent years, most school districts have allowed their staff members a given number of days for in-service educational programs within their buildings. Needless to say, this type of in-service is probably the most effective in many situations. With careful planning, particular needs can be more effectively met with in-house workshops.

As a career education program is initiated or expanded, some thought should be given to the establishment of a Career Education Resource Center. This center can serve as both a production center and a center for the professional development of teachers. Staffed by trained professionals, the center can provide in-service opportunities to teachers involved in implementing a career education program. From this center, they can also receive the support services vital to the successful implementation of the career education program. Specifically, the center can:

1. Provide workshops and seminars to teachers, counselors, and administrators involved in a career education program.
2. Produce instructional material for use in career implementation.
3. Obtain, organize, and disseminate all types of career information to teachers in the classroom.
4. Assist counselors and classroom teachers in planning, conducting, and evaluating career day programs, job fairs, and other major activities.
5. Serve as a liaison between the schools and the community.
6. Function as a training center for students about to enter the world of work.[2]

Staff members are busy people; they can not afford to waste time. When meetings are called, they should begin and end on time and should make efficient use of every minute that the staff is assembled. Caution should be used to prevent these meetings from becoming social affiars. Special planning is necessary to insure efficient use of time through the use of good instructional aids and materials as well as other elements characteristic of good instructional programs.

Incentives must be provided for staff members. These may be in the form of staff release time or incentive pay. Some schools have been able to offer college credit or professional growth points as incentives for those individuals providing extensive leadership and interest in career education. The method to be selected will be largely dependent upon the local school situation and money available to be budgeted for this purpose.

Hands-on activities are characteristic of successful staff development programs. While lecturing may be the easiest method for some group leaders to use, it is often the most dry and ineffective. Staff members, like students, enjoy working together in small groups or alone in various types of activities. Some of the activities that many teachers enjoy include: evaluating career education materials, developing units of instruction, and visiting the community to learn more about the real world through carefully planned field trips.

EVALUATING AND REVISING ACTIVITIES

At the end, or at logical points during the staff development program, staff members must be asked for their opinion of its effectiveness. The results of the follow-up must then be taken, carefully analyzed, and used in the planning of future staff development workshops and programs.

~~An~~ a sample evaluation of a career education workshop is shown below. Appendix B depicts a typical recognition certificate that might be presented to workshop participants.

[illegible]

GENERAL EVALUATION OF TOTAL WORKSHOPS

(Circle Your Responses)

1. This workshop is a logical kind of service the Southeast Community College can provide local schools in the area.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

2. The Radisson Cornhusker Hotel has provided the necessary facilities for a successful workshop.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

3. The sectional meetings were in general very well organized.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

4. There were too many sectional topics for one day.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

5. Prior to coming to the workshop, I felt the concept of career education had little potential for the students in my local school.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

6. After attending this workshop, my understanding of the concept of career education is clearer and more complete.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

7. From ~~your~~ my observations at this workshop, the concept of career education is basically the same thing as vocational education.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

8. I would recommend that a workshop of this type be offered in the future.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

9. Other comments or responses about the overall conference:

[illegible]

[illegible]

NP?

SUMMARY

The successful implementation of career education is dependent upon and almost synonymous with an effective professional development program. Professional development is a system-wide need which must be met before the staff can be expected to fully implement career education efforts. The local education agency has the responsibility to initiate and maintain an effective training program that is based upon the needs of the participants and designed with their cooperation.

For this reason, a needs assessment should be the foundation of the professional development program. As needs are revealed, specific program objectives should be developed. These specific objectives should indicate who will achieve what objectives, how the objectives will be achieved, and under what conditions they will be achieved. Content, methods, incentives, local resources, size and composition of the audience, and the nature of the objective to be achieved are all considerations in planning, developing, implementing, and evaluating staff development activities.

In order for the career education effort to be effective and have a long range impact, changes in the educational staff must occur. A well planned and implemented professional development program will influence and direct this change toward integrated career education.

ACTION STEPS

1) Prepare and administer a staff development needs assessment. The purpose of the needs assessment is to systematically gather baseline data required in planning the future direction of the staff development program. The instrument should be either locally developed or adapted to ascertain local needs. It should also be administered to all persons ~~that~~ who will ultimately be involved in the program.

2) Analyze data gained from the assessment and establish program priorities. Limited resources such as time, money, and personnel will require the setting of priorities. A committee representing those individuals affected by the staff development program should be involved in identifying priorities. These priorities, based upon the assessment of needs, will identify specific short range goals for the staff development program.

3) Develop specifically defined program objectives. These specific objectives will enable the staff to know exactly what is expected of them and what is to be accomplished by the staff development program. In the initial stages of ~~a staff development~~ this program, the objectives should be designed to achieve a high probability of success.

4) Plan, develop and implement staff development activities. The focus of staff development activities should not be too broad. Thorough coverage of a few specific objectives is usually more effective ~~then~~ than attempts to cover all topics in one general session. Involve as many of the staff as

a cin →

possible in the planning, development, and implementation of staff development activities. In this way commitment and support for the effort can be increased.

5) Evaluate and revise staff development activities. The purpose of this evaluation is to gather information on which to base decisions regarding the effectiveness of the program. It provides a basis for revising and improving the program.

Sample 1

AN INVENTORY OF BASIC UNDERSTANDINGS RELATIVE TO CAREER EDUCATION[3]

INSTRUCTIONS: Please check (✓) the extent to which you feel knowledgeable with regard to the career education items listed using the following scale:

1. Extensive Understanding - A thorough understanding is possessed so that you are able to demonstrate the activity described in the item.

2. Not Extensive Understanding - You have been made aware of the item through discussion, but are not able to perform the activity described in the item.

3. No Understanding - You are unaware of the content included in this item.

A. GENERAL KNOWLEDGE AND UNDERSTANDINGS:

	Extensive Understanding (1)	Not Extensive Understanding (2)	No Understanding (3)
1. Have a working definition of the concept of "Career Education."	____	____	____
2. Realize that career education is merely refocusing upon present vocational, academic, and general curriculums toward preparing for life and work.	____	____	____
3. Know the cluster concept of career education, describe examples of the jobs that would fall within these clusters, and be able to use examples of these in classroom teaching.	____	____	____
4. Demonstrate a positive attitude toward the worth and value of all types and levels of work.	____	____	____
5. Develop a renewed interest and dedication in the "learning by doing" concept in education.	____	____	____

B. TECHNIQUES:

	Extensive Understanding (1)	Not Extensive Understanding (2)	No Understanding (3)
6. Collect occupational interest data from students to identify educational program needs.	____	____	____
7. Identify procedures to encourage students to discuss career aspirations.	____	____	____
8. Identify procedures to encourage students to become more involved in decision making with regard to occupational goals and ways to reach these goals.	____	____	____
9. Determine group and individual learning experiences for units based on present individual needs of students and for future needs as they leave the formal K-12 school.	____	____	____

[3] [illegible] "A Study [illegible]"

TECHNIQUES – (CONTINUED)

		Extensive Understanding (1)	Not Extensive Understanding (2)	No Understanding (3)
10.	Involve students in K-12, in the planning of units of instruction, so that the units relate to individual occupational goals.	____	____	____
11.	Develop constructive working relationships among students.	____	____	____
12.	Employ problem-centered teaching methods based upon real life situations.	____	____	____
13.	Emphasize, where appropriate, the career implications of the substantive content that you seek to teach.	____	____	____
14.	Present information through team teaching in an effort to integrate instructional programs for the purpose of meeting student career goals.	____	____	____
15.	Plan procedures for correlating unit content with on-the-job and/or laboratory experiences.	____	____	____
16.	Employ techniques of group dynamics for use with students as well as with persons from identified jobs within the business community.	____	____	____
17.	Relate field trips to occupational preparation.	____	____	____
18.	Present occupational information with audio-visual materials in an effort to diversify methods of relating instruction to the world of work.	____	____	____
19.	Develop proper public relations for departmental and school activities including articles for newspapers, radio, etc.	____	____	____
20.	Plan procedures for obtaining follow-up information on placement, employment and training status of students graduating or otherwise leaving school.	____	____	____
21.	Devise self-evaluation techniques for use by the students for the purpose of evaluating their readiness for employment.	____	____	____
22.	Assist students in determining ways to best describe their saleable skills.	____	____	____
C.	APPLICATION:			
23.	Establish, publicize, analyze and disseminate educational community surveys for the purpose of determining long range employment needs, and potential businesses for field trips, observation and exploration in individual school programs.	____	____	____

APPLICATION – (CONTINUED)

	Extensive Understanding (1)	Not Extensive Understanding (2)	No Understanding (3)
24. Identify, specify and prepare plans for long-range budget needs based upon long-range needs for facilities, equipment and supply needs as they relate to students in achieving their occupational goals.	____	____	____
25. Arrange and layout laboratories, where feasible, to simulate occupational environments.	____	____	____
26. Establish advisory committees and identify their role in planning instructional programs as they relate to preparing students for the world of work.	____	____	____
27. Develop courses by clustering and sequencing related tasks.	____	____	____
28. Prepare study guides for individual subject matter areas in order to more closely relate instruction to the real world of work.	____	____	____
29. Write career oriented general behavioral objectives and student performance goals for courses offered in the educational program.	____	____	____
30. Plan the introduction, content and summary of the daily lesson plan, (including techniques and evaluation) so that content taught relates to occupations in the world of work where ever possible.	____	____	____
31. Prepare and present original instructional materials such as individualized assignment sheets, transparencies, and charts, and relate them to the world of work.	____	____	____
32. Demonstrate a concept, principle, or manipulative skill.	____	____	____
33. Develop planned and organized financial management activities, for students within and outside of the classroom, relating to the world of work.	____	____	____
34. Develop acceptable standards of student behavior in classrooms and laboratories and reinforcement of approved behavior.	____	____	____
35. Conduct conferences for counseling students concerning career goals.	____	____	____
36. Establish the use of personal cumulative folders on all students for the purpose of knowing, counseling, and better understanding individual student needs, goals, and aspirations.	____	____	____
37. Identify sources of career education materials for guidance and counseling activities of individual teachers.	____	____	____

APPLICATION – (CONTINUED)

	Extensive Understanding (1)	Not Extensive Understanding (2)	No Understanding (3)
38. Demonstrate skill in decision making for choosing career options and changing career directions.	____	____	____
39. Maintain a filing system for correspondence, records, and report forms, as well as information and opportunity data, used in an occupationally oriented educational program.	____	____	____
40. Interpret occupational tests and inventories of students and incorporate the results into the program of instruction.	____	____	____
41. Present information to students on occupational opportunities, including needed skills, education, and possible advantages and disadvantages of these occupations.	____	____	____
42. Present information to students about post-high school training and educational opportunities available to them.	____	____	____
43. Assist graduates, seniors, or others leaving school, and other patrons of the school, in preparing for interviews with potential employers.	____	____	____
44. Assist students in securing and filling out applications for jobs, scholarships, loans, etc.	____	____	____
45. Write letters of recommendation for students.	____	____	____
46. Direct students in planning training experiences for school laboratory simulation or in on-the-job training situations.	____	____	____
47. Become familiar with state and federal rules, and legal regulations pertaining to field trips and on-the-job training situations.	____	____	____
48. Develop a system to insure students' safety and protection in both in-school and out of school situations.	____	____	____
49. Identify sources of help on educational problems from the teacher education institutions dealing with educational programs.	____	____	____
50. Identify sources of help on educational problems from the State Department of Education dealing with educational programs.	____	____	____

APPENDIX B

Sample 3

PROFESSIONAL GROWTH AWARD

YOUR HIGH SCHOOL

PROFESSIONAL GROWTH AWARD

This is to certify that

____

has completed a professional growth seminar in the area of

which is evidence of continued professional growth.

Date-

____

Superintendent of Schools

____

Director of Staff Development

____

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[1] Gordon I. Swanson and Robert Jervis, *Professional Development.* (Raleigh, North Carolina: Center For Occupational Education, 1973), p. 9.

[2] Ibid., p. 18.

[3] Allen G. Blezek, *A Study to Determine the Extent to Which Teacher Educators Are Incorporating Career Education Concepts into Nebraska Colleges and Universities* (Lincoln, Nebraska: University of Nebraska, 1973).

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